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A Check in the Right Direction.

# Financing the Medium-Size School System

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Recently the writer enjoyed a conversation with an old teacher friend who years ago forsook the classroom for the more lucrative profession of medicine, and who happened to be located in Eveleth, Minnesota, a city in the heart of the famous Mesabi iron region of that state. Naturally this friend had much to say regarding the remarkable schools of his locality and of the immense sums available through taxes upon the iron properties. To hear him tell of the magnificent school buildings and their superb equipment became a revelation of what might be accomplished in a school system provided with an unlimited tax income. And it is not to be denied that the recountal brought to the writer little twinges of envy, for in the system supervised by him rigorous planning is necessary if the schools are to be maintained without discouraging deficits. Very likely this need of rigid scrutiny is characteristic of most of the schools of the country, particularly of those located in the medium-size cities and towns. The average school board in communities of this size is tremendously "up against it" to make the tax income maintain their schools on the basis which the rather critical public requires.

In the following discussion the writer will make an effort to point out the various elements entering into the financing of a medium-size school system; also, to suggest ways and means of so adjusting these that the schools will be kept fully up to standard and the money available be made to meet all necessary demands. These adjustments become largely a matter of thinking and planning—a surveying of the field followed by an equitable apportionment in accordance therewith.

## The Budget Distribution

For convenience the needs of a school system may be best studied if considered under appropriate heads. To distribute these needs in this way renders the problem more concrete and facilitates the matter of apportionment. The following scheme illustrates this point. It will be observed that there are nine heads and that each pertains to some major financial demand that is apt to be made upon the school.

- A. General administration.  
(School census.)
- B. Instruction.  
(Salaries of teachers.)
- C. Supervision of instruction.  
(Salaries of superintendent, principals and supervisors.)
- D. Operation of plant.  
(Fuel.)
- E. Maintenance of plant.  
(Repairs such as painting, flooring, re-roofing, etc.)
- F. Fixed charges.  
(Rentals.)
- G. Auxiliary activities.
- H. Debt service.  
(Interest on bonds, outstanding warrants or loans; also short-time loans of any character.)
- I. Capital outlay.  
(Bonds for addition to plant or for the erection of new buildings.)

The financial demands upon any particular school system naturally are subject to a variety of individual or local conditions. The modernness of the plant, the permanence of the supervisory and teaching force, the character of needed repairs, the kind and completeness of the equipment, these and many other variable factors enter in to make the problem seemingly wholly an individual one. Notwithstanding this fact, however, certain very general considerations enter into the successful administration of the tax income of a school system. In the succeeding paragraphs a few of the more out-standing of the considerations will be discussed.

## When to Make the Budget

The compilation of next year's budget is one of the most important considerations confronting school officials during the latter part of the present school year. In the skilful preparation of this budget lies the secret of holding down expenses. The figuring out of this budget is not a task to be undertaken lightly or to be completed at a few brief sittings. The preparation of the budget should begin shortly after the beginning of the second semester for many of the items entering into it will be matters for the consideration of the new board shortly after its election in the spring. It should be borne in mind, too, that the budget in its entirety cannot be completed much before the early or middle summer. Resignations of teachers, fluctuating prices, unexpected repairs, etc., enter in and in many ways seriously disrupt earlier estimates. Notwithstanding this disturbing factor the budget should be just as painstakingly prepared for, in a very direct way, it becomes the basis of arriving at the approximate cost of maintaining schools next year.

The working out of the budget is a task that naturally falls to the superintendent. Being superintendent he is expected to possess an intimate knowledge of all the demands upon the school. He should know where every dollar of the school's money is going and should, in addition, have quite definite views as to whether full value is being received. In a very true sense the superintendent becomes the financial executive of the school. He should keep an eagle eye upon every source of out-go and should make sure that all purchases are justifiable and necessary. If he is doing this he is qualified to be intrusted with the task of compiling the budget. Let it be assumed that every superintendent is thus qualified.

## Help from Board Members

What has been said about the superintendent's duty in compiling the budget must not be understood to mean that he is to do this without the advice and counsel of his board. The wise superintendent keeps in close touch with these representatives of the people, listening closely to their suggestions and recommendations. The fact is the superintendent and his board should work in close harmony; for in this way the board has the benefit of the superintendent's broad knowledge of school requirements and the superintendent, in turn, profits from the board's understanding of local conditions and precedents. Oftentimes shrewd members of the board will be able to sense leaks in the school's revenues that the superintendent would remain entirely unaware of. In every community there are those who would "gouge" the school financially if permitted to do so. Generally these individuals are known to the board and utmost

confidence between the superintendent and the members of his board will enable him to avoid pitfalls that he might otherwise blunder into. This mutual confidence between the board of education and the head of the school is a fine example of the well-known saying that "two heads are better than one."

What is the secret of keeping school expenses within fixed bounds? The answer is that it lies in thinking and figuring. Haphazard work is invariably attended by a number of serious ill-consequences. Numerous are the examples of schools that have been reduced in efficiency through spasmodic, hasty, and unscientific attempts to reduce or hold down expenses. Frequently the curtailment is in the wrong place. For example, it is always poor educational policy to employ poorer or less efficient teachers. Likewise, it is bad business to dismiss a good janitor and hire another who works for a few dollars less per month. Neither should buildings go unpainted or leaky or uncared for. Up-to-date equipment in office, laboratory, library, or classroom, is a requisite of good schools now-a-days and cannot be dispensed with. Holding down expenses does not mean that the needful things of the school must be dispensed with and that there should be sharp curtailment all along the line; rather it means scientific purchasing in proportion to the real needs of the school. And *scientific* as it is used here merely means (as it always means, even in the most intricate science) procedure along a line that has been determined by careful thinking and examination of facts and conditions.

## Avoiding Waste

It is the writer's experience that rigid inquiry into the needs and requirements of a school system will reveal a good many loose ends. Too frequently the purchasing is left to unrelated departments of the school with the result that there is duplication or over-lapping. Again, it often happens that purchasing power is granted to those who do not use it wisely—buying in too large quantities, buying what is little needed, buying what cannot be preserved or protected. And, too, strange though it may be, schools sometimes use teachers extravagantly—having in the system teachers who are not needed or having two teachers where one might, with a little readjustment of curriculum, do the work fully. Not infrequent are the examples of schools that delay the purchase of fuel until the fall and winter when prices have advanced and the cost of delivery is much higher. Also, through a mistaken notion of economy many schools delay needed repairs until a large measure of damage has resulted and the ultimate cost many times exceeds what would have been necessary originally to have done the work. Unscientific, wasteful, negligent, harsher terms ought to be used to condemn expensive methods such as these.

In a nutshell the sensible financial administration of a school system implies the following:

1. A carefully compiled inventory of what the school needs.
2. A thoughtful consideration of what to purchase to meet these needs.
3. A purchasing scheme that provides for purchasing in the right quantity, at the right time, and at right prices.
4. A specific supervision of all purchases to the end that waste and negligent handling may be eliminated.
5. A careful look forward to the needs of the future in order that coming needs may be anticipated and proper provision made for them.





# High Spots in Framing a Tenure Law

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Teaching is on the road to join the professions. One big obstacle confronts it. This is the lack of tenure. The artist, the writer, the doctor, the lawyer, the engineer, and all the other professionals invest time and money in preparation. As the years pass on they build up their reputations and their professions until security of position and wealth are their rewards. Contrast with them the careers of many who have devoted years in study and who have denied themselves money and pleasure so as to become competent teachers. Old age finds many teachers no longer able to compete with the "new" teachers from the up-to-date normal schools and colleges. Experience and study are discarded by many school boards. The worthy teacher is entitled to teach as long as she is of value to the community. After that, she has earned retirement with a retirement allowance.

## The Present Tenure Situation

In January, 1925, there were only eleven states that had state tenure laws for teachers. Generally these laws apply only to certain districts. Local tenure laws exist in a very few cities in 22 states. The large majority of the teachers of the United States, who, in 1921 numbered 738,221 persons, sign a yearly contract to teach. Reappointment rests with the local school board. Springtime means the annual period of worry. The board has the complete power "to hire and to fire." Tenure legislation means dignifying teaching so that appointment, promotion and dismissal are placed on a civil service merit basis. The two highest callings—the ministry and teaching—which do the most to uplift humanity are the two callings which are the least able to protect themselves. Among the teachers, there is an awakening. Campaigns for tenure laws or amendments to existing laws are being waged in six states: Massachusetts, Minnesota, Ohio, Pennsylvania, Virginia, and Washington. The Committee of One Hundred on the Problem of Tenure of the National Education Association, through the Research Division, issued a comprehensive report in November, 1924. This report is named "The Problem of Teacher Tenure." The committee is under the leadership of Fred M. Hunter, superintendent of schools, Oakland, California. This report is valuable for teacher organizations working for tenure legislation.

## High Spots in Framing a Tenure Law

A tenure law should be framed to benefit the child, the teacher, and the community. There are two sets of high spots that should be emphasized. The first set are the Essential High Spots for a Tenure Law. These should be embodied in the tenure law. The second set are the essentials that are required to make the tenure law effective in its operation. These may be designated the Correlated High Spots for a Tenure Law.

### Essential High Spots for a Tenure Law

1. Tenure: indefinite.
2. Application: state-wide.
3. Scope: comprehensive.
4. Appointments, promotions, demotions: merit basis.
5. Probationary: period.
6. Notification: by board; by teacher.
7. Dismissal after probationary period: causes.
8. Procedure for removal.
9. Right of appeal.

### Correlated High Spots for a Tenure Law

1. Method of rating teachers' work: scientific.
2. Salary schedules: merit basis.



3. Retirement system: actuarial and sound in principle.

### 1. Tenure: Indefinite

Tenure of office means the right to hold a position. Two terms are used in tenure legislation: permanent tenure and indefinite tenure. Permanent tenure implies the fixed or constant holding of a position. Indefinite tenure implies the uncertain holding of a position.

According to Dr. E. P. Cubberley, in "Public School Administration," permanent tenure called life tenure means placing a teacher under a tenure law which provides for written charges, notice of trial, hearing, counsel, and a public trial. He explains indefinite tenure as placing a teacher on a probationary period for two or three years. The teacher should be notified if deficient and given an opportunity and assistance to remedy the deficiency. If no improvement results, the teacher should be served with a written notice, and the contract should be terminated at the close of the school year. The successful teacher should be re-elected for four or five years, or placed on indefinite tenure. Under indefinite tenure, the school board should have the right to terminate the contract for cause and upon the recommendation of the superintendent.

There are two difficulties with Dr. Cubberley's viewpoint. First, according to his explanation, life tenure does not signify tenure during life or permanent tenure; as there is an opportunity through the courts to dismiss a teacher. Second, according to his viewpoint, indefinite tenure does not give the teacher the right to safeguard her position. The only reason why teachers have organized and are organizing to obtain tenure legislation is because school boards and superintendents are often appointed or elected for political reasons. With changing administrations, it is sometimes convenient for the board to find places in the

school system for their relatives and their friends. The school system and the spoils system have been too closely associated in some communities. If the school board and the superintendent have final jurisdiction in deciding whether a teacher is efficient, etc., it is a very easy matter for a first-rate teacher who is not popular with the majority of the board to be dismissed. Any criminal is allowed witnesses, counsel, and the right of an impartial jury to decide his case. It is only just that a teacher should be given a fair opportunity to present her case. Where the school board consists of representative citizens who are interested in the welfare of the child and the teacher, the teacher's interests are conserved. This often is not the case. Tenure laws are needed because, in some communities, a teacher is completely under the domination of a local school board swayed by politics. How can a teacher, who is unjustly accused, expect redress, when the school board or its appointee, the superintendent, is empowered to render the final decision in the case?

Eleven states only have state tenure laws. In nearly all of these, only the teachers in the large cities are protected by tenure laws. A study of these laws reveals that permanent tenure in one state has an entirely different interpretation from permanent tenure in another state. Nine of these state tenure laws mention a hearing; six mention that the teacher may employ counsel; six mention that the teacher may appeal from the decision of the local school board to a higher educational authority or to court. These facts are evident from the table, State Tenure Laws in Operation, January, 1925. Teachers are not struggling for permanent tenure in the sense that they desire legislation that will insure fixed or permanent or life positions. Teachers are striving for indefinite tenure which is the right to hold a position under certain conditions; a proper certificate to fit the position; supervision during a probationary period; promotions, demotions and salaries based on a merit system; notification, if unsatisfactory; hearing, counsel; right of appeal; dismissal for just cause.

Dr. I. L. Kandel emphasizes in the Teachers' College Record, October, 1924, under indefinite tenure: "Once a teacher has acquired the right to indefinite tenure in any school district, such right should not be lost by transfer to another district within the same state."

## State Tenure Laws in Operation, January, 1925

Date Enacted	Application	Tenure	Hearing	Appeal
1. New Jersey 1909			Board of Education may subpoena witnesses; counsel.	Commissioner of Education; State Board of Education; Supreme Court; Court of Errors and Appeals.
2. Oregon 1913	STATE-WIDE School districts, 20,000 or more; Portland.	Permanent	Board may subpoena not more than 10 witnesses, at teacher's request; public or private; counsel.	Three trial commissioners appointed by presiding judge of circuit court to serve a year.
3. Massachusetts 1914	All of state except Boston (local rules).	Permanent	Before School Committee; a witness.	
4. New York 1917	Certain cities; not union free school or common school districts.	Permanent	Counsel; procedure not mentioned.	Commissioner of Education.
5. Illinois 1919	Cities of 100,000 or more (Chicago).	Permanent	Before Board or committee; public if desired; counsel.	
6. Montana 1919	STATE-WIDE	Indefinite		To County Superintendent.
7. Wisconsin 1919	First-class cities (Milwaukee).	Permanent	Board of School Directors.	
8. California 1921	Districts with eight or more teachers.	Permanent	Public; witnesses; counsel.	Court of competent jurisdiction on a question of fact and law.
9. Colorado 1921	First-class districts, 20,000 or more; continuous Denver, Pueblo, Colorado Springs.	Permanent	Teacher and complainant before Board; counsel. (Certain conditions, no hearing.)	
10. Maryland 1921	All of state except Baltimore (local rules).	Permanent	County Board of Education.	State Superintendent if County Board not unanimous.
11. Louisiana 1922	City of New Orleans	Permanent	Investigation and report.	

### 2. Application: State-wide

The purpose of a tenure law is to provide protection and incentive to all teachers in a state. Teachers in cities and larger communities, through the power of strong teacher organizations, are in a better position to maintain tenure than teachers in rural districts. Two states only, Montana and New Jersey, have tenure laws state-wide in application. In Maryland the state tenure law applies to all of the state except Baltimore, which has local tenure rules. The Massachusetts tenure law applies to all of the state except Boston, which has local tenure rules. The remaining seven states, i. e., California, Colorado, Illinois, Louisiana, New York, Oregon and Wisconsin, have state tenure laws which apply only to certain districts or cities.

### 3. Scope: Comprehensive

A tenure law generally includes the teachers, supervisors, principals, and associate superintendents. It excludes the superintendent. There should be a difference in the type of tenure of the superintendent and the other members of the teaching staff. This is due to the kind of work demanded of him. The superintendent is the executive head. It is his business to plan and to lead. To place a superintendent under life tenure so that it would be almost impossible for a school board to remove a man who is not fit for the position or undesirable would be a grave menace to the school system. At present, the pendulum is too far in the opposite direction. The tenure of the superintendent, in many places, is so insecure and so short in duration that before a man or a woman can prove his or her worth, the school has terminated the contract. For the welfare of the schools of the Nation, it is essential that the highest office in the educational system should be filled on the merit basis. Politics should be entirely eliminated in appointment and dismissal.

The U. S. Bureau of Education stated in Bulletin No. 2, 1922: "A little more than one-half, or 263 of 510 superintendents reporting, are elected annually; 28 are elected for two years; 81 for three years; 88 for four years; eighteen for five years; one for six years; one for eight years; and 31 are given indefinite or permanent tenure. It is difficult to understand why more state school laws have not been so amended as to require boards of education to elect superintendents for a term of at least three years. A year's time proves little, either for or against a superintendent. It is evident that a city that changes superintendents frequently does not have any definite educational policy."

The Research Bulletin of the National Education Association for September, 1923, stated: "Many school boards are at present failing in their most important duty—the selection and retention in office over long periods of time of capable superintendents of schools."

### 4. Appointments, Promotions, Demotions: Merit Basis

A state-wide tenure law implies that the state should adopt rules as to the certification of teachers.

Dr. Charles W. Eliot said, in an address before the Massachusetts Teachers' Association in 1879: "To appoint a teacher for life, who gives no proofs of fitness, would be obviously absurd. A long tenure of office implies a careful selection of the official. If no judicious method of selecting teachers is used, the shorter their tenure of office the better."

The granting of a certificate to teach should depend on certain standards. Minimum requirements should be formulated. These should include high school or equivalent training and normal school training. College training is desirable; it should include or it should be supplemented by teacher training courses.

The position of a teacher should depend on the nature of the certificate. The order of appointment in a school district should be determined by a merit list. Further, no new merit list should be made until the names on the first merit list are exhausted. At the present time all school positions in New York City, except the superintendency, the associate superintendency, the district superintendency, the directorship of special subjects and special departments, and the principalship of high schools, are on the basis of merit from eligible lists prepared by the board of examiners. In an article, "School Merit System Urged," in the Sun, New York, November 3rd, 1924, Howard W. Nudd said: "The failure to apply the same high standards of merit in filling these positions that is applied in filling those where eligible lists are required is responsible for the widespread public condemnation which has been voiced at frequent intervals, when certain well known and questionable selections have been made."

### 5. Probationary Period

The tendency in tenure legislation is to make the probationary period three years in length. The school board should have the right to dismiss at any time during probation, provided the teacher has been duly notified. During probation a teacher should be under supervision of the constructive type. It is very easy to find fault with the "new" teacher. With the growth of large cities and big schools, teaching becomes more difficult. The beginner is confronted with a crowded curriculum and a crowded classroom. The power to discipline comes only with experience. A word of encouragement and a few helpful suggestions often transform an unpromising probationer into a strong teacher. Under the Oregon tenure law, if friction exists between a probationer and a principal, this probationer may not be dismissed until given a fair opportunity with one other principal.

In Dr. Eliot's address, previously mentioned, he also said: "Probationary appointments can be of no use whatever unless competent and responsible judges watch the service rendered upon each appointment, and decide upon the expediency of retaining the teacher.... They must delegate it to professional persons of high character, good judgment, and long tenure." These words of Dr. Eliot are as effective today as when they were spoken, almost fifty years ago.

### 6. Notification: By Board; By Teacher

During the probationary period the board should have power to dismiss. Before dismissing, the board should send the probationer a written notice stating the reason for the dismissal and the time the contract will terminate. In justice to the teacher, all notices of dismissal should be sent before the close of the school term, so as to give the teacher the opportunity to secure another position. The teacher should receive at least a thirty days' notice. The Oregon tenure law provides that the probationer be sent at least a two and one-half month's notice.

A teacher under a tenure law should also notify the board if she intends to resign. Under the New Jersey law, any teacher, principal or supervising principal under tenure, must send a sixty days' notice of intention to resign. If such notice is not given the teacher is deemed guilty of unprofessional conduct, and the commissioner of education is authorized to suspend the certificate of such teacher for a period of not exceeding one year.

### 7. Dismissal After Probationary Period: Causes

The November, 1924, Research Bulletin of the N. E. A. reports the results of the questionnaire sent by the Committee of One Hundred to 3,169 members of the teaching profession

and 419 laymen. This was the question asked: "When should teachers be dismissed?" The members of the teaching profession included classroom teachers, principals, superintendents, and presidents and deans of colleges. The laymen were chosen by asking each state superintendent to send a list of ten names of distinguished citizens interested in the schools; also, the names of state presidents of mothers' clubs and parent-teachers' associations. Fifteen causes for dismissal were listed in the questionnaire. Out of the 3,588 questionnaires sent, returns were received from 2,112 persons. This number includes the returns from 149 laymen. The four causes for dismissal, which received the highest number of votes, are listed in the table, Causes of Dismissal.

### CAUSES OF DISMISSAL RECEIVING HIGHEST PERCENTAGE OF VOTES

Total Number Persons Voted: 2,112

	Voted for Dismissal	
	Persons	Percentage
1. Proved lapse of moral character.	1931	90.86
2. Continued inability to maintain discipline.	1445	68.41
3. Proved insubordination to reasonable rules and regulations of employing authority.	1444	68.37
4. Manifest or proved physical disability.	1351	63.96

"The general intent of all the (present) laws seems to be to guarantee to teachers a security in their positions during good behavior and efficiency." The causes for dismissal are: Immoral or unprofessional conduct; inefficiency or incapacity; evident unfitness for teaching; persistent violation of or refusal to obey state laws; insubordination; wilful neglect of duty; malfeasance or non-feasance when found guilty.

This matter of dismissal is one big phase of the civil service reform movement. Tenure for teachers is only a part of the civil service movement throughout the United States to put federal, state, county, township, or municipal positions under the merit system. Teachers comprise over one-fifth of the civil service army. Since 1881 the National Civil Service Reform League has been actively working to eliminate the spoils system. The teachers' cause has been advocated by the N. E. A. since 1887. The 1924 report of the Committee of One Hundred faces the crux of the entire tenure problem, the problem of dismissal.

Two other great national organizations besides the N. E. A. have studied the problem of removal: The Chamber of Commerce of the United States and the National Federation of Federal Employees. The National Federation of Federal Employees asked Congress: "Removal of inefficient employees in accordance with standards of efficiency, controlled by the Civil Service Commission."

### 8. Procedure for Removal

The method of procedure should include written statement of charges furnished teacher; hearing before board; advance notice of time and place of hearing; witnesses; right of counsel; removing agency. The teacher should be suspended, pending the hearing. If the charge is sustained, this suspension is without pay; if not sustained, a total refund of salary.

It is an important question as to whether the hearing should be private or public. There are times when it is advisable to have the hearing private; and then, there are times to protect either the teacher or the board, the hearing should be public. The kind of evidence presented "might hinge on the kind of hearing granted. If the first hearing were private and the right of appeal allowed, which would be public or private as the teacher requested, perhaps all rights would be safeguarded. Since the board of education is the agency which employs the teacher, it would seem that they should also be the removing agency. The right to employ



implies the right to dismiss."<sup>1</sup> This principle is recognized in the eleven present state tenure laws.

#### 9. Right of Appeal

Another question rises: Before whom shall the hearing be held? There are several answers. One answer is: The first hearing may be before the superintendent and supervisory officials; next, an appeal to the local board; then, an appeal to the state superintendent or commissioner of education. If either the board or the teacher is dissatisfied, then either may appeal to the state board of education, and as final redress, to the supreme court, and then to the court of errors and appeals. This is the actual procedure in New Jersey. Since the New Jersey tenure law has been in operation, many cases have been settled before the local boards of education. From 1911 through 1923, a total of 33 cases were appealed. Only five of these cases were appealed to the supreme court. One of these supreme court cases was finally decided in the court of errors and appeals. As a matter of fact, the large majority of cases are settled outside the law courts. A table of New Jersey tenure cases was published in the AMERICAN SCHOOL BOARD JOURNAL for September, 1923. This same table was reprinted in the November, 1924, Research Bulletin of the National Education Association, "Decisions under the New Jersey Tenure Law."

A recent case in New York City shows the value of the right of appeal. Although several other applicants held higher rank, Miss Lucille Nicol was appointed from the position of a teacher in charge of a probationary school to the district superintendency. Dr. Frank P. Graves, state commissioner of education, denied Miss Nicol's application for a state superintendent's certificate. The supreme court and the appellate division both ruled against Miss Nicol.

The Oregon tenure law is the most explicit and comprehensive as to the method of procedure for removal and appeal from the decision rendered by the board. The New Jersey law is explicit but not detailed. The Colorado tenure law can scarcely be termed a tenure law; for "if dismissal is recommended by superintendent or principal, the teacher may be dismissed without hearing on two-thirds' vote of board." The California law is generally regarded as unsatisfactory because of the indefiniteness of the wording.

Dr. Kandel states: "The best practice today provides for an appeal to the state superintendent of public instruction."

In conclusion, the right of appeal serves two purposes; it protects the schools from losing efficient teachers who have incurred the displeasure of the supervisor, superintendent or local school board; and, it raises the school board in the estimation of the public when its righteous decision is sustained.

#### Correlated High Spots for a Tenure Law

##### 1. Method of Rating Teachers' Work: Scientific

Is it possible to rate the quality of teaching service? According to an investigation reported in the May, 1923, Research Bulletin of the N. E. A., 57 per cent of 941 cities with populations over 2,500 rate teachers. The majority of teachers are rated by less than three persons. With our present inaccurate methods of determining a teacher's merit, there should be no less than three competent judges who are familiar with the teacher and her class of work.

##### 2. Salary Schedules: Merit Basis

Salary schedules should be an incentive to keep teachers alive professionally. Some teachers, assured of a salary schedule which grants regular increases from a fixed minimum to a fixed maximum, stagnate intellectually and professionally after the first year of teaching. Salary schedules should recognize training,

experience and quality of teaching. The teacher who invests time and money in securing a degree is entitled to more salary than the teacher who has only a two years' normal school training. Experience costs many a teacher nervous energy that no salary increment can compensate. No amount of theorizing and pedagogy can be substituted for the actual knowledge that years of teaching bring. Under the "hire and fire" system the child is the victim of inexperienced teachers. This gives some school boards, desiring to retrench financially, the opportunity to oust experienced teachers, and to employ low salaried, inexperienced teachers.

The recognizing of the quality of teaching acts as an incentive for the teacher under tenure. The doctor, the lawyer, and the other classes of professional men who render superior service are singled out. They demand and receive large incomes. One teacher may be the greatest asset to a community in her ability to

teach and in her influence inside and outside the classroom. In an adjoining classroom, there is another teacher whose greatest ambition in life is to receive her monthly check and to do just as little work as will permit her to retain her position. Provided both have the same training, the same years of experience, each receives the same salary. A very few places recognize superior quality in teaching.

#### 3. Retirement System: Actuarial and Sound in Principle

A retirement system is the corollary of a tenure system. The purpose of a retirement system is to remove the superannuated and disabled teachers from the classroom. In framing a retirement law the following essentials should be emphasized: Actuarial; joint contributions by teacher and the state; separate savings accounts for teachers and state's contributions; refund of teachers' contributions in case of resignation, dismissal, or death; *reserve basis*.

## The "Special Day" Nuisance

O. J. Mathias.

List of Specialized Days from September 1st to December 25, 1924. (Observed by a school in the middle west.)

	School Days
Sept. 1—Labor Day (observed without labor)	1
Sept. 14-20—Constitution Week	5
Sept. 28—Frances Willard Day	1
Oct. 5-11—Fire Prevention Week	5
Oct. 12—Columbus Day	1
Oct. 23-24—District Teachers' Meeting	2
Nov. 6-7—County Teachers' Meeting	2
Nov. 10-15—Children's Book Week	5
Nov. 11—Armistice Day	1
Nov. 12-15—State Teachers' Meeting	3
Nov. 11-27—Community Fund Drive	13
Nov. 17-21—American Education Week	5
Monday—Constitution Day (Supplementing Constitution Week).	
Tuesday—Patriotism Day.	
Wednesday—School and Teacher Day.	
Thursday—Illiteracy Day.	
Friday—Physical Education Day.	
Nov. 24—Special Thanksgiving Program	1
Nov. 25—Thanksgiving Day	1
Nov. 26—Friday, Granted as favor to non-resident teachers	1
Dec. 1-5—Golden Rule Week (Near East Relief)	5
Dec. 1-24—Christmas Seal Sale	18
Dec. 7-14—Health Week	5
Monday—Dental Day.	
Tuesday—Babies' Day.	
Wednesday—Life Extension Day.	
Thursday—Recreation Day.	
Friday—Tuberculosis Christmas Seal Day.	
Dec. 24—Special Christmas Program	1
Dec. 25—Christmas Day	1

Total "Pepped-Up" Days..... 77

Total school days during this period, 83. This leaves six "unspecialized" days in my school.

In casting about for some sort of specialized program for these six remaining days, we found that the field had been quite thoroughly exploited. In order, however, to properly fill-in this period, and without any desire to appear sacrilegious, may we suggest "Adam week?" We have noticed that many of the organizations fostering these activities trade on the words "American," "national" and "association." We could call this fostering agency, "The American Association of the Actual Ancestry of Adam." It seems proper that our schools should give some recognition to the memory of the original patriarch of all mankind. Some prominent orator, with a national reputation, might be persuaded to take the stump. At least, we feel sure that a few benevolently-minded old ladies and gentlemen, without strenuous home or business duties, could be induced to foster this "up-lift" movement and secure its recognition by our state legislatures and the U. S. Bureau of Education.

Should we stoop to the level of the ridiculous and observe "Adam week," we would still have one "unspecialized" day in this school. In order to keep the taxpaying citizen from becoming too critical, we might devote this remaining day to regular school work and call it Taxpayers' Square Deal Day.

After Christmas we should set aside "Essay month." These twenty days, if devoted exclusively to this work, could, perhaps, take care of most of the essays we are asked to write in order to secure prizes from various commercial enterprises. This could follow with Anti-Jazz week and Pro Cross-Word Puzzle week. These weeks, together with our legalized and authorized holidays and "up-lift" movements would, perhaps, leave us another day during the last half-year to devote to actual school work, entirely free from some type of propaganda.

The observance of many of the "specialized" days listed above is compelled by law in this state. Others are fostered by national organizations or local clubs, and often nothing short of coercion is used to compel some recognition of these "pet" activities. We have carried our investigations to other states and find a similar condition obtaining in practically every state in the Union. It represents, in a large measure, an aftermath of war drives for which the schools were found to be fertile territory. A schoolman in a neighboring state confesses that, in order to maintain harmony in his community, he has "carried on" with every drive or proposition presented during the past year, including "Marble week" and "Kite week."

I did not intend to grow sarcastic when I began this article. As a schoolman, I believe that many of these activities have a place in our schools. I believe, most sincerely, that the school child of today should be brought into close touch with the great world movements about us. But, in all seriousness, isn't it about time to apply some sort of scientific measure to determine the actual values which the child receives from much of this type of activity fostered by various "up-lift" organizations? It is high time for school boards and school superintendents to call a halt on many types of "drives," contests and would-be "up-lift" movements which seek to make our schools a sort of parade ground for various types of "pet" fads and fancies.

The schools have gained much through the work and enthusiasm of many of these organizations. By all means, let us retain that which is worth while, and not merely "enthuse" over during a periodic "pep" revival.

<sup>1</sup>Bulletin No. 2, 1922, Bureau of Education.

## The New Hampshire Code of Ethics

E. W. Butterfield.

### Purpose of the Code

The New Hampshire Code of Professional Ethics was prepared in 1916 by the New Hampshire Educational Council, the teachers' council of the state. The committee which drew up the code was guided by the professional codes binding in other professions, notably those of physicians, lawyers, nurses, and architects. It found, however, no complete and satisfactory code with official adoption by teachers in other states, but found various agreements and declarations of bodies of teachers which evidently showed that the need of a code of professional ethics was felt by many school people. The New Hampshire code has formed the basis for codes adopted in other states and in several cases entire sections in the original words have been incorporated. Because of this evidence of favor, I am writing briefly on New Hampshire's experience with the code.

### Effects of the Code

The appearance of the code was warmly welcomed by superintendents and supervisory principals of the state. It increased their self-respect, it gave them a feeling of professional solidarity, and it served as an authoritative guide for their own actions in dealing with teachers, other superintendents and school boards. In the delicate matter of the engagement of teachers who are under each other's supervision, it established the very sound principle that each superintendent should respect the judgment of a brother superintendent and should seek it before engaging a teacher who had been supervised by the other. It declared that a teacher should not be unduly disturbed in her work, and should expect promotion at the end of the contract period. The result has been in the minds of teachers and school boards an increase in the respect with which a superintendent's professional judgment is held since a teacher's advancement depends less upon her appearance and more upon her teaching record.

### Effect on Teachers

The code is emphasized to teachers by its inclusion in all state programs of study. It is regularly taught at the normal schools as a part of the teacher's course of preparation. It has meant for teachers greater public esteem, longer terms of service and increased salaries.

### Enforcement of the Code

The New Hampshire superintendents, at their annual conference, devote one session to what is popularly called "The Sanhedrin." This is a democratic meeting at which all disagreements over the interpretation of the code are decided. It is held to be each superintendent's duty to report infringements of the code of ethics by brother superintendents here, and only here. The commissioner presides, but each one who believes that he has just complaint states his charge and the one who is accused defends his position. Usually the frank statements result in a clearing up of the misunderstanding. If not, others declare their interpretation and a vote decides the matter. It is agreed that these democratic decisions shall be binding and the complaint shall never be made again. The result has been harmony in action and the promotion of a friendly spirit between superintendents.

The essential parts of the code of ethics are those which follow.

### Responsibility

"1. The proper conception of education being to develop all the powers and faculties of body, mind and spirit, with which a child has been endowed by the Creator, the first duty of teachers is to safeguard and bring to the highest state of perfection the physical, intellectual, aesthetic, moral, social, and so far as possible, the spiritual endowment of their pupils.

"2. As the teacher must necessarily stand *in loco parentis*, in rather large measure, the duty of teachers to parents is to seek their acquaintance, to cooperate with them in the education of their children, to become informed of the home life and conditions by friendly visits, and in all other respects to manifest an interest in the individual child. Above all, a teacher should be frank, as well as sympathetic, in dealing with parents. Criticism by parents should be received with courtesy and patience.

"3. The duty of teachers to the community is to be loyal to those in authority over them. In case of a conflict of educational ideals, between teachers and trustees or school boards, while they should recognize the fact that the school authorities must direct the general policy of the school, it is the duty of teachers to be loyal to their professional ideals, to protest against any violation of professional ethics, and in extreme cases to resign, stating their reasons to the community.

"While never exploiting their position, teachers should always maintain a progressive conservatism of thought and action, dignity of character, honesty of purpose, and should take an unqualified stand for the best in education and in social life.

### The Duties of Teachers to Fellow Teachers and to the Profession at Large

"1. It is the duty of every teacher to regard every other teacher as a fellow craftsman and as entitled to all the rights, courtesies, and emoluments that usually obtain in other professions, with recognized standards.

"2. It is unprofessional for teachers to criticize co-laborers and predecessors, as such procedure tends to weaken the confidence in which the work of our profession is held by the community.

"3. All teachers should actively affiliate themselves with professional organizations and should acquaint themselves with the proceedings of the state association and should interest themselves in its activities.

"4. It is an essential part of the ethics of the profession that teachers should constantly familiarize themselves with its recognized and authoritative literature.

"5. Since they are rightly regarded as examples to pupils, teachers should always so conduct themselves that no just reproach may be brought against them. Where liberty of conscience is not concerned, they should stand ready to make personal sacrifice, because of the prejudices of the community in which they live.

"6. It is unprofessional for teachers to tutor pupils of their own classes for remuneration.

"7. It is unprofessional for teachers to promote the interests of canvassers and other salesmen, either directly or indirectly, by writing testimonials of their wares.

"8. It is unprofessional for any teacher to lend himself to any scheme of self advertising.

"9. It is unprofessional to call for or to allow the use of substitutes, except for serious illness or for other grave reasons.

"10. A clear understanding of the law of contracts is incumbent upon all teachers. Since teachers should scrupulously keep whatever agreement they make, they should refuse to sign a contract unjust and humiliating in form.

"11. It is unprofessional for teachers to resign during the period for which they have been engaged. They may rightly ask to be released, by giving notice of not less than four weeks, but must in case of refusal abide by their contract.

"12. It is unprofessional for a teacher to underbid a rival in order to secure a position.

"13. It is unprofessional for a superintendent or other school officer to offer a position to a teacher without first conferring with the superintendent under whom that teacher is employed.

"14. It is highly unprofessional for a superintendent or other school officer to visit, with a view to employing, a candidate at work, without the permission of his or her superintendent. When visiting schools, the visitor should never disarrange the work of the day.

"15. It is unprofessional for superintendents and teachers, in their relations with publishing or supply houses, their agents or salesmen, to give just grounds for the suspicion of obligations tending to influence the purchase or adoption of books or supplies in favor of any particular agent or firm.

"16. The indiscriminate writing of general recommendations for pupils or teachers is unprofessional.

"17. Teachers should, at all times, be ready to assist one another by giving information, counsel, and advice, and by such services and acts as teachers can perform without detriment to themselves or their work. Such reasonable service should be regarded as a professional duty for which remuneration beyond actual expenses should not be accepted.

### Teachers as Citizens

"1. It is incumbent on teachers loyally to acknowledge all the duties and obligations of citizenship, and to discharge them both in letter and in spirit.

"2. Because of their peculiar position, teachers should especially regard themselves as guardians and promoters of the physical, moral, social, and spiritual welfare of the community in which they live.

"3. Teachers are and should be the servants of the people, without regard to distinctions of political party, religious faith, or other matters which are brought into issue and upon which individuals honestly disagree. Teachers are fully entitled to liberty of conscience, but it is unprofessional for them to become partisans upon issues which divide the community."

### TRUTH CRUSHED TO EARTH

I heard a man remark not long ago that recommendations were not very significant in determining the fitness of an applicant for a position. Anyone could get a recommendation.

Probably he was a little extreme in his estimate of a recommendation, but it must be acknowledged that it must be a very poor specimen of an individual who can not get some kind of recommendation.

This leniency in recommendations is especially noticeable among school boards. It seems that a large number of them feel that they are in duty bound to give a recommendation, praising in glowing terms the work of a former teacher, regardless of the fact that her efforts may have been a rank failure.

This is the reason why some school boards never mention a recommendation when interviewing an applicant for a position. They know that the recommendation might not, and probably would not give the right idea of the teacher's fitness. Hence, they do not care about being deceived.

Should not the truth be told about a former teacher, if sought by a member of a school board who has in mind employing her? What kind of opinion will the employing board have of another board who recommends highly an inferior teacher?

"Truth crushed to earth shall rise again," we are told. And it is a pretty well authenticated fact that the "truth" that is crushed by the strength of a false recommendation will rise again through the inability of the one recommended to measure up to the glowing praise that has been spoken of her.—F. Y. H.



# The Current Use of Teachers' Reference Blanks

John A. Nietz, Chicago, Ill.

Every superintendent of schools, when sifting a long list of applicants from which he should appoint the most prospective teachers, faces the problem as to how to get the most significant information in regard to the applicants. Does he want much information or does he want only a few significant facts regarding each candidate? Shall the opinion of the referee be weighted or unweighted? Should the reference blank be such that it can be reduced to a graph form or shall it be merely a simple letter form? These are some of the questions which every schoolman, who has the responsibility of appointing teachers, has to face.

The writer recently began a study to determine the current use of teachers' reference blanks by writing to the superintendents of schools of the fifty largest cities of the United States, requesting a copy each of the teachers' application blank and of the reference blank used by them. There were two purposes in also requesting a copy of the application blank: (1) In order to make a separate study of the current use of the application blanks, and (2) it would increase the chances of a reply; for if they used no reference blank they may not reply had I asked only for a reference blank. However, by asking for both, an application blank at least would be sent, thus acknowledging whether or not a reference blank is being used.

In addition, the writer also secured blanks from six leading commercial teachers' agencies having offices in Chicago. A study was made of these together with the others as this study will later reveal.

Forty-five of the fifty largest cities have replied either by sending one or both blanks or by a letter stating that no blanks are being used. As this is a high percentage of replies, the study ought to be a true index of the current practices of the largest cities. Possibly, it may be said that it is a fair index of the *best current practice*; for the fifty largest cities would be likely to use a more scientific manner in securing data in regard to applicants than the smaller cities, because they employ so many more teachers and thus the personal element or the personal equation cannot enter so fully in judging candidates.

Upon a study of the blanks and letters, it is clearly to be seen that the types of blanks (or the non-use of them) fall into four distinct groups or classes:

1. Seventeen cities use no reference blank.
2. Seven cities use a simple letter form, usually mimeographed, asking for information regarding the applicant; but leaving it to the referee to write what and in the form he pleases.
3. Ten cities use printed reference blank forms that do not ask for weighted answers.
4. Eleven cities use quite complicated blanks which ask for weighted data.

**Group I.** Of the seventeen cities placed under this class, nine definitely state that no teachers' reference blanks are used, while the other eight replied by sending application blanks. It is assumed that the latter use none or they would have been sent with the application blanks as per request.

Several interesting replies were sent as to their non-use. One superintendent says, "We do not send blanks to references. We simply write to these persons asking that they give us their judgment of the general fitness and ability of the applicant." Another says, "In following up these references we write direct to the persons from whom we desire information and ask specific questions concerning the

candidate." Still another says, "I prefer asking these references if they recommend the applicant without qualification." In a few instances they prefer to determine the fitness of the applicant by both written and oral examination rather than to depend on references. It might further be stated, possibly without significance, that all sections of the country are represented in Group I, except the West.

**Group II.** The seven cities of Group II use a very simple form of letter blank, usually mimeographed, merely stating that they would like information in regard to the applicant, leaving it to the referee to write what he pleases. There is no filling out of blank forms or answering definite questions. A good sample of this type reads as follows:

.....has made application for a position in our.....school department, and states that.....is especially well prepared to teach.....

Will you kindly give me a frank and confidential statement of your opinion of the qualifications of this candidate for this position? If you will give me just such information as you would like to have under like circumstances, I shall treat the matter as confidential and shall hold myself under obligation to you.

Yours sincerely,

Superintendent of Schools.

A few of this group are a little more specific, yet few if any details are asked for by any in this list. In fact, such blanks as these are little different and possibly less effective than the use of personal letters, as is done by the cities of Group I. It can at least be said that in both types few details are wanted. They want light only on the important factors of an applicant. As these groups contain 24 of the 45 cities, it may nearly be said that the major practice is to omit hair-splitting details in securing data about an applicant from a referee.

**Group III.** This group is composed of ten cities, all of which are in the eastern or central states except two, one being a southern city and the other a western. These cities use formal and printed reference blanks which ask direct questions with space left for answers. Most of them are quite detailed, yet ask only for unweighted opinions, that is, they leave the referee reply in the terms that he chooses. The blanks of these cities were tabulated and the qualities or questions were arranged in the order of their frequency. The average number of questions asked by each blank was twelve. No single questions was contained in all the blanks, yet the inquiry in regard to moral character was made by all except one. In turn, that city asked one question which no other blank did; namely, regarding the loyalty to the United States. In all, 45 different items are listed, appearing in frequency from nine times to once, 27 of them being asked more than once.

If the nearly-similar questions could be combined the list would be much shorter. For example, five ask regarding teaching power, while four ask as to the success in teaching. They mean nearly the same thing, yet are slightly different, and so they are kept separate for the present. Other items could be combined in a similar way. Later these will be combined in a summary table with other nearly-similar items of the other groups. The ten leading items asked for in Group III in the order of their frequency are: (1) Moral character. (2) Scholarship or education. (3) Discipline. (4) Cooperation. (5) Teaching power. (6) Would you be willing to employ the applicant? (7) For what grade or subject is the applicant best

fitted? (8) Success in teaching. (Were this combined with teaching power, it would be tied for first.) (9) Physical or mental defects. (10) For what length of time have you known the candidate?

**Group IV.** This group contains the cities which use a printed, formalized teachers' reference blank which asks for *weighted opinion*. Some ask to weight the opinion by numbers, as, 1, 2, 3, 4; others, V. P., poor, medium, good, excellent; still others, inferior, average, above average, exceptional, etc. Most of these blanks are very detailed and are nearly hair-splitting in their distinctions. In all, 66 different items are listed, with an average of nearly 22 questions being asked by each blank. Nearly all of the cities of this group are western or southern cities, with not a single eastern city represented. It is difficult to account for this fact unless it be a sectional custom. Another reason may be given. Since many teachers from the east and north desire to teach in the west or south on account of better climatic conditions, they become applicants solely by mail; that is, they cannot be interviewed in person; so possibly the superintendents of schools of these western and southern cities must be more careful in securing data regarding their applicants from distant parts. They want to be certain to find out why the applicants want to leave the east or north.

The questions of Group IV are also somewhat different in type as well as in order of frequency from those in Group III. Seemingly the difference in type of city and the different locations prompt the asking of somewhat different questions. The following are the ten leading items of Group IV in the order of their frequency: (1) Cooperation. (2) Scholarship. (3) Discipline. (4) Loyalty. (5) Skill in instruction. (6) Health. (7) Best fitted for what grade or subject? (8) Personality. (9) Personal appearance. (10) General culture. (The eighth, ninth and tenth have the same number of frequencies.) It will be noted that moral character is not one of the first ten; while they ask regarding health, personality, and personal appearance, which do not appear among the first ten in Group III.

**Teachers' Agencies.** As a corollary to the study of teachers' reference blanks used by cities, it seemed well to note the type used by commercial teachers' agencies. So blanks were secured from six leading agencies having offices in Chicago. These blanks were also tabulated. The results show some marked distinctions from those used by the cities. First, it was noted that fewer questions were asked for than by the cities of Groups III and IV. The agencies averaged only nine questions per blank. Only two of the six called for weighted data, the one of which is to be weighted by means of a *graph*. However, it provides for an option to answer with unweighted opinion also. This is the only one calling for the use of a graph in the entire study. A few others could be graphed, but are not primarily constructed for such use.

The ten leading items called for by the teachers' agencies are: (1) Character. (2) Scholarship. (3) Discipline. (4) Physical defects. (5) Cooperation. (6) Ability to instruct. (7) Success in teaching. (8) Personal appearance. (9) Personality. (10) Professional growth and attitude.

It is not certain why the commercial teachers' agencies ask fewer questions in their reference blanks. It may be that they have studied this problem more than superintendents of schools

and thus use more scientific blanks; or it may be that they do not want to inquire into the weaknesses of applicants too fully, lest they may be unable to place them in positions. However, it may be said in their defense that nine of their ten leading items are among the first ten of the final summary table of the twenty most frequent items. Thus, they seem to be asking for the essentials.

**Summarized Table.** Finally we come to the most important phase of this study; namely, to summarize the items of the various groups in order to really determine the most frequently appearing items or qualities as evidenced in the entire study.

In composing this summary, it seemed wise to combine the nearly-similar qualities of the various groups in order to really determine the most significant qualities which are sought for from the referees regarding the applicants for teaching positions. Care was observed that the nearly-similar qualities were not counted twice from any one blank. For example, it was observed that not both skill in instruction and teaching power were counted from a certain blank where both were called for. Also, both loyalty and cooperation were asked for in several blanks, yet both were not counted from the same blank in combining and summarizing the items. Thus, we believe that the following table is a true index and a significant summary of the twenty most common qualities or questions asked for in the fifty largest cities and of six leading teachers' agencies:

**Summarized Table**

	Number of Frequencies
1. Skill, power or success in teaching	27
2. Scholarship or education.....	21
3. Discipline .....	20
4. Cooperation, loyalty or helpfulness	20
5. Character .....	19
6. Etc., or additional remarks called for .....	18
7. Defects, deformities, or peculiari- ties .....	17
8. For what grade or subject best fitted? .....	13
9. Personality .....	13
10. Professional attitude and growth.	13
11. Opportunity you have had to ob- serve candidate? Or, how long have you known the candidate?..	13
12. General appearance.....	12
13. Health .....	12
14. Would you be willing to employ candidate? .....	11
15. Tact .....	10
16. Energy, force, or enthusiasm.....	10
17. Sympathy .....	9
18. General estimate of applicant.....	9
19. General culture .....	8
20. Is there anything that may hinder her success? .....	8

#### Conclusions and Recommendations

1. Seventeen of the 45 cities do not use any reference blank, while seven more use only a general letter form, usually mimeographed, without asking for any definite qualities. Thus 24, or over one-half do not use detailed or formal reference blanks.

2. Ten cities use regular printed blanks which the referee is asked to fill out, but do not ask for weighted opinions. The referee is asked to reply in the vocabulary he chooses.

3. Eleven, or about one-fourth, use technical detailed blanks which call for weighted answers. Some use numbers to designate weight, while most of them use various words or expressions. None of these use either the percentage plan or the graph profile.

4. The practice is nearly evenly divided as to the use or non-use of regular printed blanks; with 24 using them, while 21 do not.

5. The cities which used blanks that called for unweighted data averaged twelve questions per blank; those that called for weighted data averaged 22 questions; while the teachers' agencies averaged only nine.

6. Of the 51 studied, a certain teachers'

agency blank is the only one that provides for the use of a graph. However, it also gives one an option to use unweighted answers, if that be the preference.

The following general principles may be set up governing the type and use of teachers' reference blanks:

1. They should be as simple as possible. The referee should not be compelled to pass on a detailed blank. Possibly, it ought never to be more than a single sheet, eight and one-half by eleven inches. Usually referees are men of large responsibilities and thus are very busy men, so they do not care to be annoyed by having to fill out long reference blanks.

2. Blanks should call for opinions regarding only the most essential characteristics or qualities. Hair-splitting distinctions should not be called for unless they are properly defined by the one seeking the information. Too much detail on a blank may confuse the referee and thus render the referee's opinions worthless and contradictory. The leading items of the foregoing summarized table of twenty items may furnish a good basis from which to select the essential characteristics. Possibly the following ten may be the most essential to be contained in a reference blank:

1. Skill in teaching.
2. Scholarship.
3. Discipline.
4. Cooperation.
5. Moral character.

6. Defects or peculiarities.
7. For what grade or subject best fitted?
8. Personality.
9. Professional attitude.
10. What opportunity have you had to observe the candidate?

3. The blank should be constructed in such a way that the referee is given the option of passing on some details or replying in a very simple form. Some referees prefer one form, some another. If the blank is properly constructed, both types can be suited.

4. Also, the referee should be given a chance to express his opinion either, by graph or by words of his choice. The detailed part of the blank set forth in the preceding principle can be constructed for graphing, while the simpler part may permit the referee to reply in the vocabulary of his choice.

5. Finally, the standards for judging should be uniformly understood by the one wanting the information and the referees. So definitions and explanations of the items called for should be printed on the back of the blank for the benefit of those who are in doubt as to the meanings of the terms.

If a more extensive study were made of this question, it may be that some new facts might be revealed; yet we believe that this study has been sufficiently broad to at least indicate the most significant practices regarding the use of teachers' reference blanks in the cities of the United States.

## Saving Seattle School Money

B. W. Brintnall.

By developing a spirit of active cooperation throughout the entire school system from the pupils to the principals, the people of Seattle have been saved \$215,000 this past year. This money has not come in large amounts from any particular part of the system, it represents rather the combined economies of men and women whose interest has been obtained, it represents a desire for efficiency and a faith in an ability to provide high class education for less money.

It was the idea of the board of directors that they were individually responsible for the expenses of running the school system. Keeping this idea to themselves did not present any way of saving money, so they decided to pass it on to the employees who make the school system possible. It was their belief that the value of economy could be instilled in the corps in every detail of the work in the schools, and on the school grounds to the saving of school property.

Working on this idea members of the school board began inspecting every item of expense. The money obtained from taxes had been budgeted each year on the basis of the total sum to be obtained. As there was always a certain sum not collected there had grown up a series of outstanding warrants which had been issued to make up these deficits. This year there will be such a deficit, but enough has been saved to cover it and make a payment on the outstanding indebtedness, which will eventually be cleaned up if the economies continue.

It had been the habit of boards of directors to pass budgets without inquiring into the needs of various items. In this way a spirit of laxity had unintentionally developed which had found its way into the entire system. As soon as the board began analyzing the various items their policy was reflected in immediate cooperation from the entire force with a result that it was possible to effect a saving. Without this cooperation nothing could have been accomplished, but having practically one hundred

per cent cooperation from the entire department, from the superintendent of schools down, it has been possible to pick up a few dollars here and a few there to a large total.

Asking the why and the wherefore of every item that came before the board developed new ideas about the necessity of various things which had always been purchased as a matter of course. "Is this an educational necessity, or a luxury for the working force?" came to be the rule by which every item was measured and it resulted in throwing out many contemplated purchases which had been thought of as necessities.

How this saving has been effected is probably best shown by the water, light and stock room expenses, as these items are affected by every pupil, every teacher and every operative in the system. Last year water cost \$17,366, this year \$15,683. Last year light and power cost \$30,225, this year \$27,038. Last year's stock room expenses were \$17,344, this year \$15,683. And it must be remembered that this was done with a new high school building in service and 1,500 more pupils enrolled. Operating expenses of the warehouse and shop building showed a saving of \$1,625, and the superintendent of schools' office \$2,000. At the same time the stationery and supplies used in instruction—including manual training, cooking, sewing, gymnasium and other supplies—dropped from \$102,987 to \$92,428.

A saving of \$32,000 was possible on fuel last year, due to three causes, a slightly better rate on coal, a somewhat lighter winter than usual and the cooperation of the working force. Furnaces were changed from coal to oil in five of the high schools, using a simple change-over which could readily be changed back when the price of oil should be raised to warrant doing so.

It must not be lost sight of that while this saving in actual operating expenses has been brought about there has been an increase in the number of pupils taken care of. The school attendance in March, 1922, was 51,255,

(Concluded on Page 135)



# The Continuous Census

G. E. Whitman, Director of Attendance, Cleveland, Ohio.

Doctor Snedden, in his book on educational administration, states that many difficulties in the matter of compulsory school attendance could be obviated, at least in cities, by an effective registration or "live census" of children of school age, which would be constantly up to date.

In many communities, cities more particularly, it has been the rule, generally based on the state code, to take a census, or enumeration, annually. In others it is being done continuously, by means of more or less satisfactory help, under temporary appointment. That is, the enumerators permanently appointed, cover the entire city in various lengths of time, from one to two years, generally. This is sometimes classed as a continuous census plan, probably because the enumerators are continuously at work, as it takes no account of the many changes that may take place before any given enumerator may again arrive at a given home.

More specifically, a continuous census plan

[illegible]

FIG. 1. CENSUS CARD.

should be operating in such a way that at any time one should be able to learn, by consulting the records, with approximate exactness, how many children of certain ages, progress in school, color, nationality, etc., reside in a given territory. Formerly it was taken for the sole purpose of a head count to secure state funds, but in his recent volume on child accounting, Doctor Arthur B. Moehlman sets forth the purposes of the school census to be:

## Uses of a Census

1. An index of the largest possible amount of educational service the school must be prepared to give.
2. A check upon the effectiveness of school service to the children that the state law requires to be in school.

[illegible]

FIG. 2.  
BACK OF CENSUS CARD.

3. A head count as a basis for state financial aid.
4. A basic aid in the development of school districts.
5. A means of ascertaining the probable needs of school facilities in the kindergarten and first grade by study and consideration of age groups below five years.

In addition to the above, which only partially sets forth the purposes, in the opinion of the writer, are the following:

1. A basis for the effective administration of the child labor laws, for which the school officials are held responsible in most states.
2. A source of information, ever increasing in amount, for the various welfare agencies, courts and public service divisions of a community.

For example: The civil service boards in our cities require proof of age from those desiring to enter public service, through the clerical, police, or fire forces of the city. Comparatively few of them are able to provide birth certificates, but an efficiently organized census department has the necessary information.

Again, a young man steals an automobile, which in some states is a penal offense, and in his defense states that he is not 18 years of age, and should have his case transferred to the juvenile court where he knows the sentence may be lighter, or possibly he will be paroled. As was said above, few birth certificates are to

be found, so the court consults the school census and finds the proper age.

At least in one city an investigator from a welfare agency has made a study of school girl marriages through the means afforded by the records in the census department.

### Information to be Obtained

Most states set forth definitely in their laws the information desired concerning each child enumerated, 5 to 18 or 21 years of age. In general, this consists of surname, given name of child, name of father and mother, full name of guardian if parent is not living, address of parent or guardian, date of birth, years old at date of enumeration, or at some arbitrary date, kind of school attended (public, private or parochial), grade in school, color, nationality, whether or not working and if so where; the physical and mental condition if defective, and in some states, evidence of age, such as birth certificates, citizenship papers, baptismal certificates, insurance policies or any other accept-

PAGE NO. \_\_\_\_\_  
**REPORT OF CHANGES OF ADDRESS WITHIN DISTRICT**  
 FROM \_\_\_\_\_ SCHOOL \_\_\_\_\_  
 CLEVELAND \_\_\_\_\_ 192\_\_\_\_ PRINCIPAL \_\_\_\_\_  

	NAME OF PUPIL (PRINT NAME)	DATE OF BIRTH	FORMER ADDRESS	NEW ADDRESS	SCHOOL	DATE OF CHANGE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

 DUE AT THE DEPARTMENT OF ATTENDANCE, THE LAST WEDNESDAY OF EACH MONTH.

FIG. 5. CHANGES OF ADDRESS.

able data. Sometimes further additional information is sought, generally for local purposes of research, as language spoken in home, type of house, rental paid, kind of employment father, mother and older members of the family are engaged in, and the same information regarding children under five years of age as for those five and above. All this may be useful, but is scarcely essential to a good program.

On the other hand no effective plan could be developed without name of child, address, age, date of birth, grade, name and type of school, and whether or not employed. These may be considered as the minimum essentials.

It is much easier, however, to set up what is desired than to secure it, so the question at hand is, How shall the information be obtained? Assuming that the community has no adequate

Form 52

REPORT OF PUPILS ENTERING CLEVELAND PUBLIC SCHOOL

CLEVELAND

192

FROM

SCHOOL

PRINCIPAL

NO.	LAST NAME	NAME	FIRST NAME	NO.	FORMER ADDRESS			PRESENT ADDRESS			SCHOOL LEFT ATTENDED	BIRTH DATE	AGE	SEX	DATE LEAVING
					ST.	CITY	STATE	1	2	3					
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
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16															
17															
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19															
20															
21															
22															
23															
24															
25															

IMPORTANT

Mail each Wednesday to the Superintendent of Attendance  
 District Office, Room 1000  
 12121 Lorain Avenue, Cleveland, Ohio

FIG. 3. ADMITTANCE RECORD FORM.

Form 44

# REPORT OF PUPILS LEAVING SCHOOL

CLEVELAND \_\_\_\_\_

\_\_\_\_\_ 192

FROM \_\_\_\_\_

\_\_\_\_\_

SCHOOL \_\_\_\_\_

PRINCIPAL \_\_\_\_\_

NO.	NAME		FORMER ADDRESS	NO.	NEW ADDRESS		STATE	SCHOOL ATTEND	BIRTH DATE	AGE	GRADE	DATE LEAVING
	LAST NAME	FIRST NAME			ST.	CITY						
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
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22												
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24												
25												

**IMPORTANT:** MAIL EACH WEDNESDAY TO THE DEPARTMENT OF ATTENDANCE  
 DO NOT MARK WARD AND PRECINCT  
 \*INCLUDE ALL PUPILS, EXCEPT THOSE PROMOTED AT END OF SEMESTERS

FIG. 4. MORTALITY RECORD FORM.

plan, it will be necessary to employ those best fitted to make an accurate canvass from door to door of the entire community to secure the desired information. These people should be put through a careful course of training before starting. The work should be planned so as to canvass city blocks in order, always starting at the same corner and going around the block in the same direction, or, it may be done by making east and west streets basic, considering the corner houses as being on the street which they face, and enumerating those families and then the houses on the north and south streets. With all the information at hand two files should be set up; one containing a card for each child bearing the information secured, filed according to streets and in the numerical order of street number. This will be the street file. The other will consist of duplicate cards filed alphabetically. Whatever statistical reports are required by law may be made by tabulating the information from the alphabetical file.

#### Where the Program Stops

In most communities, even today, the program stops just short of this point. Generally but one file is set up. However, large in detail, the work of setting up the original file pales somewhat before the task of keeping the files up to the standard, since with a continuous census it should be possible to discover with approximate accuracy at any given time the number of children of various ages, grade in school, school attended, type of school or any other item of information carried, by consulting the books, as it would be to discover the assets and liabilities of a manufacturing concern by consulting its books. The school system is turning out a product and a live census should be able to account for the raw material and balance against that in the process of manufacture and that which has left the plant. In other words, a continuous inventory should be maintained.

Therefore, what shall be the means employed of keeping the record up to date so as to be prepared for this accounting which is of important consideration? Without question, the school system has within itself the means of doing most of the work, provided a reasonable amount of clerical help is allowed at the central office. It has the children, the teachers, and the attendance officers. No one will doubt for a moment that children, better than any one else, know when a new family arrives in the community, whether it be in a tenement house or in the most exclusive residential section of a large city. By having a child or two responsible for each side of each block of the school district, as is done in Newark, New Jersey, the teacher is notified each morning of any new arrivals and reports them at once to the principal's office to be recorded on a blank provided for children "entering" the building for the first time. The information desired is name, former address, present address, from what school, grade, age, and date of birth. Likewise, those children who leave any building should be recorded on a similar blank provided for children "leaving" the building for any cause whatever. The same information as desired on the "entering" blank is required, except that in place of "from what school" appears, "destination," and in place of "present address," "new address." Also, families who move within the district clear through the teacher to the principal's office, and should be entered on a blank "changes of address within district." These three reports should be forwarded daily to the office where the census records are housed and immediately clerks there should make all necessary changes in the files, entering new addresses and other information and refile cards wherever necessary. For purposes of administration it may be necessary

to make weekly rather than daily reports, but certainly no longer period should be considered.

Immediately the critics will say it may be possible in the public schools, but not in the parochial and private schools. That will depend. If the law says reports are due from all schools, it will be simply a matter of salesmanship to secure cooperation. Attendance service given to all on the same basis, gains an opening which should be followed up.

#### The Annual Check-up

So far so good; but what will happen when schools are not in session and people move, and how will 5-year and 6-year, or even 7-year-old children be accounted for, who have not entered school, or those beyond the compulsory age who should have employment certificates? That is where the attendance officer, the school visitor, the visiting teacher, or whatever he is called, should function. At the beginning of the semester, all registers should be checked to secure the names of children who have not returned to school; names and addresses should be placed on "tracer" cards and given the attendance officers, who should follow up at once, reporting findings to the schools and to the census office.

#### SCHOOL DAYS

"Dear children," said the teacher,  
"We first will spend an hour  
Considering the program entitled 'Eat More  
Flour'

And after that is finished  
A speaker will present  
Some arguments for owning homes,  
Instead of paying rent.

"The monitors will give each child  
A handsome little gift,  
Consisting of a circular on savings banks and  
thrift;  
Then comes an essay contest—  
The subject for today  
Is 'Why I Think My Mother Should Use  
Cosmetic Clay.'

"This afternoon the pupils  
Will see a movie show  
That makes it plain why they require stewed  
prunes to make them grow.  
The prune trust made the pictures  
And gave them to us free,  
Wherefore let us rise and sing 'Sweet Land of  
Liberty.'

"Some other vital subjects  
We'll study ere we go—  
We'll take up fire prevention for half an hour  
or so.  
A handsome safety button  
Will cost each child a dime—  
And we may have a reading class if there is any  
time."

(From "Facetious Fragments" in Spokane Spokesman-Review, Nov. 28, 1924.)

In the last week in October, cards should be provided for the schools so that each child in the school may fill in the required enumeration information, or better yet, the teachers may be required to make out cards from the information given in their registers. These cards should clear to the census office and be checked against the files, entering all new people and turning over to the attendance officer for investigation those for whom cards are in the file and no card has come in.

Again, in the first week in May, the schools should receive a supply of cards again to be filled out, but only by those children having arrived in the school after the last week in October. These cards are likewise filed in the central census office.

Finally, in the month of July, or any other vacation month, the attendance officers should canvass the entire city to discover any children not yet located. They should have certain questions in mind, as they call at each home, namely:

(a) Did you have any children in school

the first week in May? If the answer is yes, of course the census office has a record.

(b) Have you moved into the city since May first? Children will be enumerated.

(c) Have you any children, five, six, or seven years of age who have not entered school? If so, children will be enumerated.

(d) Have you any children unable to attend school, or any over required school age and under enumeration age? If so, children will be enumerated.

Other agencies and organizations in the community will always cooperate, such as the charities' organizations, the traveler's aid, the local immigration bureau, the boy scouts, settlement houses, police, probation officers, individual citizens, and everyone else who may be interested in childhood having its due. Sell the program to the community and it will support it. Such a plan as is discussed here is not a fancy, but is actually in operation at the present time, and working satisfactorily.

To summarize briefly: 1. A continuous census is a system of physical child accounting that will give at any time the assets in children of compulsory school age residing in a district.

2. By constant vigilance on the part of the census director, pupils, teachers, attendance officers and others interested in children it may be kept up to date.

3. A basic record must be obtained by a very careful canvass of the community by selected and trained workers.

4. Records must be carefully filed and kept constantly checked and in order.

5. Instead of an annual or biennial census the work is going on at all times and the entire district is canvassed thoroughly annually.

6. The continuous census is valuable for the purpose of:

(1) Checking records for children leaving school to enter industry.

(2) Locating children of compulsory school age not in school.

(3) Age records for older people who have no other source of record.

(4) Sources of information for welfare agencies.

7. Such a plan as described in the foregoing pages is beyond the experimental stage, and will produce results if given support.

#### BECAUSE SHE TELLS YOU THE TRUTH

The teacher is many times placed in a peculiar situation when a parent calls to inquire as to the progress of some boy or girl, especially if that particular boy or girl is making very slow progress.

Too often impossibilities are expected of the teacher by some parents. They seem to feel that if she comes to the district with a fairly good reputation as a teacher that every pupil irrespective of previous preparation, should immediately advance to the head of his classes. For this reason teachers, in some cases, have assured parents that their children were doing good work when just the opposite was true.

Should parents feel resentful toward the teacher because she tells them the truth in regard to the actual progress their children are making? Is it not better for all concerned if the teacher over in the little district school, or any school for that matter, if Billy is doing an inferior grade of work to say so frankly?

If she may do so without fear of offending the parents of Billy, probably some steps may be taken to enable him to do better work in the future. Possibly the cause of Billy's slow progress may be discovered and removed or at least some remedy may be found.

Frequently the teacher in the above position is wont to exclaim: "Am I, therefore, become your enemy because I tell you the truth?"—*F. Y. Harper.*



# School Janitorial-Engineering Service

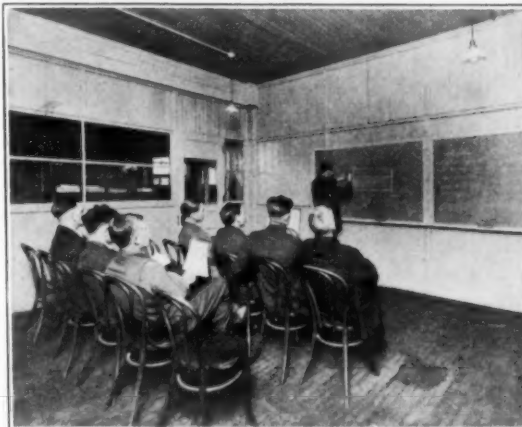
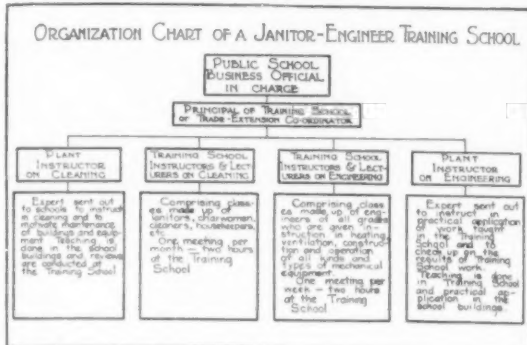
## III.—A Training School for Public School Janitor-Engineers

George F. Womrath, Assistant Superintendent in Charge of Business Affairs, Board of Education, Minneapolis, Minn.

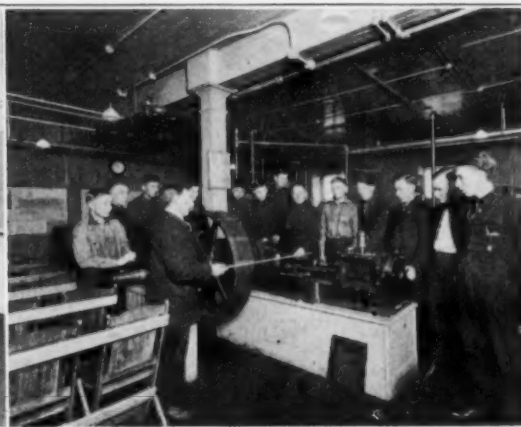
Briefly outlined, the essentials of a janitor-engineer training school are:

1. Good organization.
2. Proper housing space.
3. Competent instructors and textbooks.
4. Proper equipment.

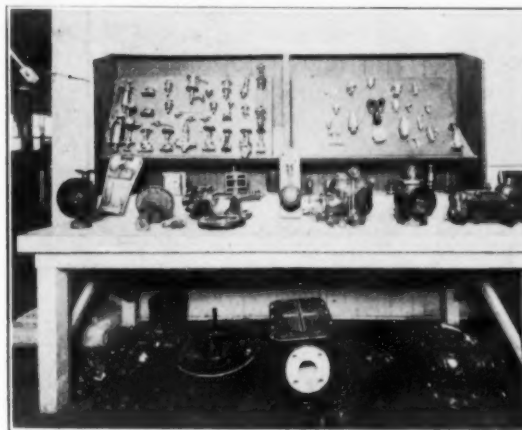
The following organization chart applies to both the large city, where each position is filled by a separate person, and to the small city, where one person fills all positions:



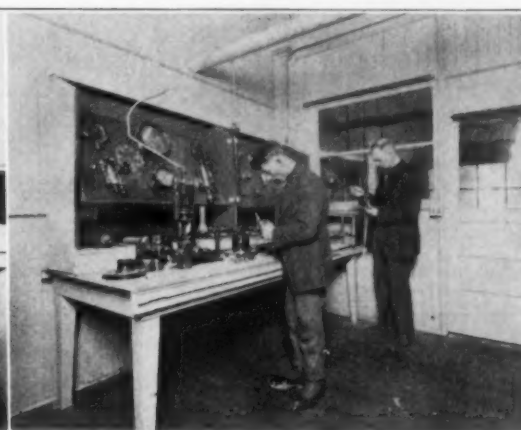
Janitor-Engineer Training School. Classroom work. A lesson on boilers.



Janitor-Engineer Training School. Laboratory work. Lecture on slide valve engine.



Janitor-Engineer Training School. An exhibit of laboratory equipment. Only such fittings as are used in a schoolhouse are on display.



Janitor-Engineer Training School. Students are taught the details of every type of mechanism used in school engineering.

Next comes the school quarters. No difficulty here, as any school system, regardless of size, can yield a basement room for this purpose. The floor plan of the Minneapolis Janitor-Engineer Training School is shown in Fig. 2. This school is now entering its fourth year of activity.

The next step is to provide suitable textbooks and instruction. After three years of diligent searching, "Stationary Engineering," by Joseph G. Branch; the Boiler Code of the American Society of Mechanical Engineers; Bailey's "Questions and Answers;" and Audel's "Engineers and Mechanics Guide" (8 volumes) have been found to be the most suitable. Instructors in engineering must be men with practical experience and educational training, as simple mathematics must be taught. Instructors in housekeeping work should be men promoted from the ranks on the merit basis, and chosen because of their knowledge of the work and their ability to get results.

Then comes the equipment. This costs practically nothing, as all of the equipment can

either be reclaimed from the junk piles that may be found in the engine and boiler rooms of every school system, or will be furnished gratuitously by manufacturers who gladly welcome such an opportunity to advertise.

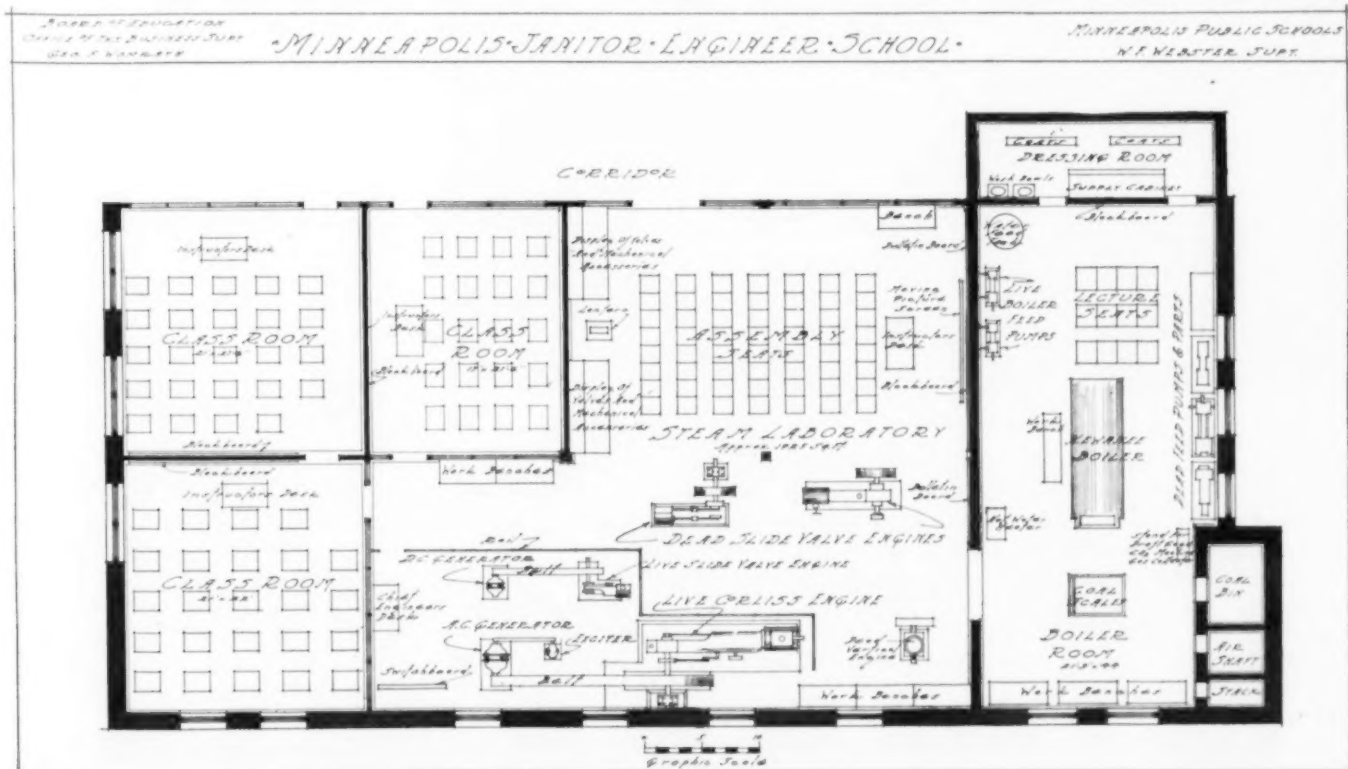
A few photographs may enable the reader to better visualize the work which should be carried on in a training school of this kind.

All of the equipment shown in the photographs, with the exception of the Corliss engine,

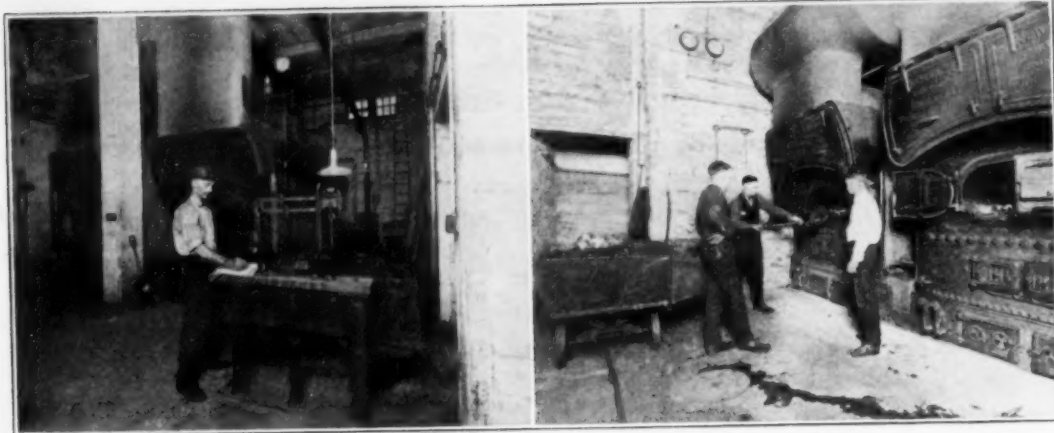
was either picked up in the Minneapolis schools or donated by manufacturers.<sup>1</sup>

The janitors and engineers attending the training school erected the equipment as part of their training work.

<sup>1</sup>There are very few schools equipped with a Corliss engine. A Corliss engine was included in the Minneapolis Janitor-Engineer Training School equipment for the reason that in order to get an engineer's license from the state the applicant for such a license must be qualified to operate a Corliss engine.



Typical Floor Plan of a Janitor-Engineer Training School



Janitor-Engineer Training School. Weighing coal and boiler room arithmetic.

Janitor-Engineer Training School. Instruction in proper methods of firing a boiler.



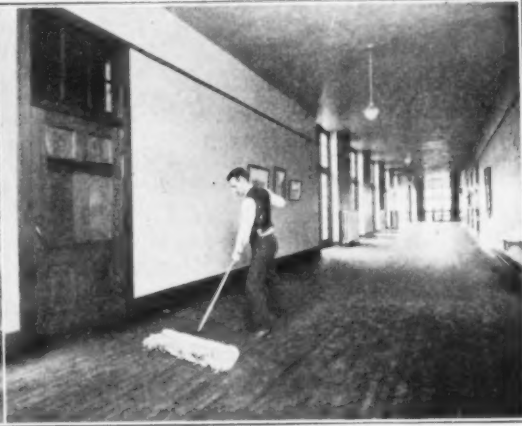
Janitor-Engineer Training School. Instruction in the cleaning of furniture.



Janitor-Engineer Training School. Instruction in the cleaning and care of metal fixtures.



Janitor-Engineer Training School. Instruction in the practical use of a classroom mop.



Janitor-Engineer Training School. Instruction in the practical use of a corridor mop.



Janitor-Engineer Training School. Care of lavatories.



Janitor-Engineer Training School. Care of toilet room fixtures.

A complete series of illustrations of the Minneapolis Janitorial School will be found in the School Board Journal, December, 1922, pages 37-39.

Many lectures are given by volunteer qualified experts from colleges, universities, and large industrial and manufacturing plants. An abundant supply of most excellent moving picture films is also available, as many of the manufacturers of mechanical equipment have films to advertise their goods. For example, the Johnson Service Company has a film showing the right and wrong ways to operate a ventilating system, which is a liberal education

in itself and which has been sought by engineering societies all over the United States. The Kewanee Boiler Company has a film which shows all the right and wrong ways to fire a boiler. This lesson is given in such a vivid and simplified way as to make a lasting impression on even the most callous coal heaver.

Every large school system should maintain a janitor-engineer training school. The smaller cities can seek the cooperation of industrial,

trade, technical, extension and vocational schools and state universities, which can easily maintain training schools for janitor-engineers with the federal aid obtainable through the Smith-Hughes, Smith-Towner, and Smith-Sears bills.

It may be desirable, in the last analysis, in order to meet the needs of the public schools of the United States for competent, trained janitors and engineers, that a National Janitor-Engineer Training School be established, where the men to whom is entrusted the care and maintenance of school property valued at over a billion dollars, and whose services play such a vital part in conserving the health and welfare of over twenty-five millions of children, can be properly trained to efficiently perform the duties connected with their occupation. This National Training School could be attended by anyone wishing to acquire greater knowledge and skill in his field of endeavor and thus advance himself in his profession. School boards all over the United States could send the supervisors of their janitorial-engineering service to this school for training. From this school expert men could be sent out to take charge of the school janitorial-engineering service in all parts of the United States. A certificate from this school would be of equal value to its holder as is a degree to a teacher. If the responsibility for the supervision, operation, care and maintenance of the engineering and housekeeping work connected with the physical property of the public schools of the United States could be placed in the hands of qualified experts, such as would be graduated from such a training school, it would be a long forward step in the conservation of public property.

#### SCHOOL REST ROOMS

A French woman who came to America during the war said that we had the secret of rest—that the French did not know how to rest—and that when the French desired to do something for the comfort of those weary, munition heroines of the war—the canary girls of France—that the French had to appeal to the Americans to furnish up a rest-room. Americans, themselves, during the war saw new possibilities in the rest-room. We realized that the sick soldier needed the stimulus of a home-like, informal, attractive room in which to convalesce.

In truth, the war has been far-reaching in its effects. Who would ever have prophesied a dearth of teachers then? Before that the supply was so plentiful that we became careless in our regard for the teacher in more ways than one. Still remembering this situation, it behooves us to conserve the experience that we have. One way is the rest-room. All provisions are now made for the child in the shape of medical attention; but we fail to consider that in neglecting the health of the teacher we are thereby hurting the child.

What provision has been made for the teachers' room? Teachers have either clubbed together to provide for themselves or, in a very few cases, the graduating classes have left a few well meant pieces of furniture as a memorial. The expense of such a room need not be great. The furniture could be enamelled willow. There should be sufficient comfortable chairs, one really comfortable couch with covers to throw over one, perhaps some upholstered chairs, a table for eating and one for books, magazines and flowers. Some of the pictures crowded into school halls and rooms could be displayed to better advantage here. There should be a screen to shut out light and to afford the sleeper privacy. The Holland shades ought, too, to be dark to allow rest. Neutral casement curtains with decorative over-curtains of cretonne could contrast

(Concluded on Page 135)



# Business Management of Small City School Systems

H. D. Douglass, Lake Odessa, Mich.

## I. Care of the Plant

The value of the school plant represents the greatest investment on the part of the school system. Whatever amount may be invested in equipment, whether for laboratory purposes, necessary adjuncts for the seating and accommodation of the pupils, or for the teachers, this amount will be exceeded by the amount invested in the school plant. Because of this the care of the school plant is of sufficient importance that it should be given careful consideration.

So far as the care of the plant during school hours is concerned it becomes part of the load of the entire faculty. It is the duty of any teacher to care for her own group when they are under her immediate charge. It becomes a matter of discipline to know what the pupil is doing. The teacher may be busy but she is ignoring part of her duty as a teacher when she fails to see and to prevent attempts at defacing, damaging or destroying school property. Some children have not yet risen above the barbarian stage. When this condition prevails the barbarian must be controlled and directed.

The faculty cannot be at all parts of the building at the same time. Because of this condition it is the duty of any member of the faculty to check and prevent destructive tendencies on the part of any pupil when that pupil is not under the immediate charge of his own teacher. Every teacher should consider it a part of her duty to help keep the building in good condition outside of her room as well as in it.

There are some teachers who consider it no part of their work to look after the pupils of another teacher. There are others who consider that any other teacher has no authority, except over her own pupils and, consequently, should not be corrected by any teacher except the one to whom they have classes. These instances are not presented as criticisms merely, but they are the statement of facts. These teachers will readily concede that it is the duty of the faculty to take care of the building, so far as injury by the pupils is concerned. Proper care of property is one of the important things teachers should impress upon children.

Children can be made to understand that school property costs money just the same as any other property. The building and equipment are provided at great expense. Children should show their appreciation by using school property properly. When they will not do so they should be made to do so.

In order that the school property be properly cared for the building must be policed. This may be done by the students or by the faculty. This is necessary during the morning and the noon periods before class periods open. It is necessary when classes are passing, at the noon hour, and after class hours. In some school systems an honor system, expressed or implied, is in force.

This policing is necessary, it matters not by what name we may call it; for two good reasons. The first reason is that the school population is an unselected group. They come from all kinds of homes. They have all sorts of principles of conduct toward school property. The second reason is that it is during the above named periods that the greatest amount of destruction of school property takes place. When the teacher is out of sight a scuffle may take place among the pupils, some one may do something on a dare or to "show off," or it may be done through meanness. The effect will be the same. Such destruction will not take place if the pupil knows that a teacher is

somewhere near. The more wanton the destruction the more rigid the policing must be.

Some may object to this as espionage or as unnecessary. But we have not yet reached the stage where all the pupils in all the schools are living in a millennium. No doubt, there are some school systems in which policing is not necessary. However, it is very enlightening to pass through almost any school building and observe the walls and woodwork in halls, assembly rooms, cloakrooms, locker rooms, toilet rooms, desk tops and recitation chairs. It is far better to lock the barn before the horse is stolen. Also the time to put out a fire is when it first starts and not wait until it becomes a conflagration. The school building and equipment are used by quite a large number of people. There will be considerable wear and tear. There is absolutely no excuse for wanton defacement or destruction.

The policing will not prove burdensome if the members of the faculty are appointed to take turns during different weeks. There may be reasons why some cannot remain during the entire noon hour. These may remain part of the hour while some of the others go to lunch. When the others return these may go. The organization that has charge should be held responsible during extra curricular activities. This is also true if the building is used as a community center.

When outsiders want the building they may be charged an amount to cover the cost of heating and lighting as well as the janitor's service. The superintendent, or some member of the board, should have the letting for all outside affairs. They should be kept informed of all school affairs. School affairs should be given a precedence, but outsiders should have consideration.

When destruction or damage takes place and the faculty cannot learn who did it, the money to pay for the damage should be taken from the treasury of the group that had charge when the damage was done. That is, it should be taken from the class, club, or group treasury. If they have none in the treasury a collection may be taken. If they will not pay, all meetings should be stopped until they do. They will thus realize that they will have to pay and will govern themselves accordingly. Under these conditions destruction will be cut to a minimum.

By making the pupils realize that the school building is their place of business or their home during school hours they come to respect and care for school property. All will recognize that there is sufficient investment in school property to warrant our best efforts in caring for it.

## II. The Purchasing of Supplies

The cost of supplies in the small city system has risen to figures large enough to warrant its careful consideration. In this day of high prices close attention should be given to purchasing. In the small city system the superintendent is usually the purchasing agent.

The purchasing of supplies may include books for library and class work, stationery, and janitor's supplies. Material used by the pupils is a variable quantity, but it may be determined with a reasonable degree of accuracy from the accounting of preceding years and the number of pupils enrolled. These supplies should be ordered in the summer so they may come by freight and transportation expense thus be saved. A half year, or a year's supply, depending somewhat upon price conditions, should be bought in advance.

The relative amounts of the orders may be determined from conferences with janitors and teachers before school closes in the spring. These should be ordered for August delivery and billing. Then everything will be ready when school opens in the fall.

When this is not done there is considerable handicap in the fall on account of delayed orders. Rush orders are placed at top prices or a premium. Material comes in small amounts at express or parcel post rates. This and the drayage totals a large sum during the year. The drayage is almost as much on a small package as on a large one.

Books for the pupils may be handled by the board of education at a small profit. These sales should be cash sales. This will save quite a little for the parents. The profit will be enough, even then, to pay an office girl who may also act as librarian. She will not be busy all the time, but it is a lack of efficiency or the fitness of things to employ a superintendent of schools at from \$10 to \$20 per day and then keep him doing office work that might be done by an \$80 per month girl. The superintendent's place is out in the school building and not in the office.

There is a surprising difference in cost of ink, pens, pencils, and stationery. The surprise is greater to one who has never investigated the matter. Some teachers will have their minds set on some particular make of pens, penholders or stationery, and sincerely believe there is no other. Perhaps, several other cheaper brands will fill the bill just as well. A comparison of makes will convince the most skeptical. Five dollars means five hundred cents to the district as well as to an individual.

Purchasing is of sufficient moment that large corporations and school systems employ a purchasing agent. They have the same opportunity to buy at list prices and on the open market as the small city school system has, but the purchasing agent knows that much depends upon shrewd buying and he looks for the best price. An efficient superintendent of schools, who acts as the purchasing agent, will save a large part of his salary to a school district through careful purchasing. He should seek to justify his connection with the school system through this as much as through extensive tabulation of data or spending the money of the district through new and devious means.

Many schoolmen have exceedingly false notions concerning purchasing and equipment. They demand articles of the cost and quality of a Packard car when something corresponding to an efficient flivver will serve their needs and will be within the ability of the school treasury.

Some science departments want a certain class of material from a certain firm. Comparison of material and prices that may be made to perform the service may save as much as fifty per cent. The writer filled an order recently for science material with articles that answer the purpose fully. One bid was \$585, but the order was filled for \$225.

The mortality of apparatus in a laboratory is rather high at best. Even if laboratory fees are charged, the expense of apparatus should be kept at a minimum.

Some examples of what may be done in other departments: Paste powder may be purchased and paste be made for 35 cents per gallon. When it is purchased prepared, it costs about \$1.75 per gallon. Ink powder may be purchased and ink be made for fifteen cents per gallon.

(Concluded on Page 135)

# The Trend of School Bonding in Ohio

Jesse Lynn Ward, A.B., LL.B., A.M., Superintendent of Schools, Bucyrus, Ohio.

## COMPARATIVE TRENDS OF BONDING IN OHIO FOR THE LAST FIVE DECADES

Fifty years ago, in 1872, the state auditor of Ohio made the first accounting of the local bonded indebtedness of the state in his annual report. In that year, this official was required by law to compile and list the bonded indebtedness of each of the local units. From these annual reports from 1872 to 1923 inclusive, Table I of this paper was compiled, showing the total bonded indebtedness for each year of the last century, of cities, counties, villages, townships, and school districts.

### State Unit Trends

The first accounting shows, that in 1872, there was a total indebtedness for all units of \$17,590,547. The latest figures for 1923 show that the total bonded indebtedness has increased from \$17,590,547 to \$760,589,834,<sup>1</sup> an increase of over 4,300 per cent. This sum is almost equal to the entire amount spent for school purposes in the United States for the school year 1917-1918.<sup>2</sup> At its present rate of increase, Ohio's total debt must exceed one billion dollars by 1925.

The total bonded debt of the school districts in 1872 was \$1,274,723, and in 1923 it was \$189,734,710.<sup>3</sup> The interest on this debt at a rate of only four and one-half per cent is equal to the total cost of education in Ohio but two score years ago.

It is the purpose of this study to point out the significant features of the trend of bonding for school purposes as related to the trends of bonding for other purposes, and to trends in growth of the total taxable wealth of the state, total tax collections, total state population, total school enrollment and total school expenditures. It is the purpose, also, to explain and interpret this

<sup>1</sup>These figures are taken from the unpublished report of the Auditor of State, Ohio, for 1923.

<sup>2</sup>Under the 1910 census, twelve villages became cities.

<sup>3</sup>The total for cities and villages combined was reported for 1915.

<sup>4</sup>The figures for 1923 are taken from the Ohio State Auditor's unpublished report for 1923.

<sup>5</sup>No report.

<sup>6</sup>The total cost of education in the United States in 1918 was \$763,678,000. U. S. Bureau of Education Bulletin, 1923, No. 20, p. 44.

<sup>7</sup>The interest on this sum amounts to \$8,538,062 at a 4½% rate. The total cost of education in Ohio in 1882 was \$8,820,914. (Report of the State Superintendent of Public Instruction, Ohio, 1883.)

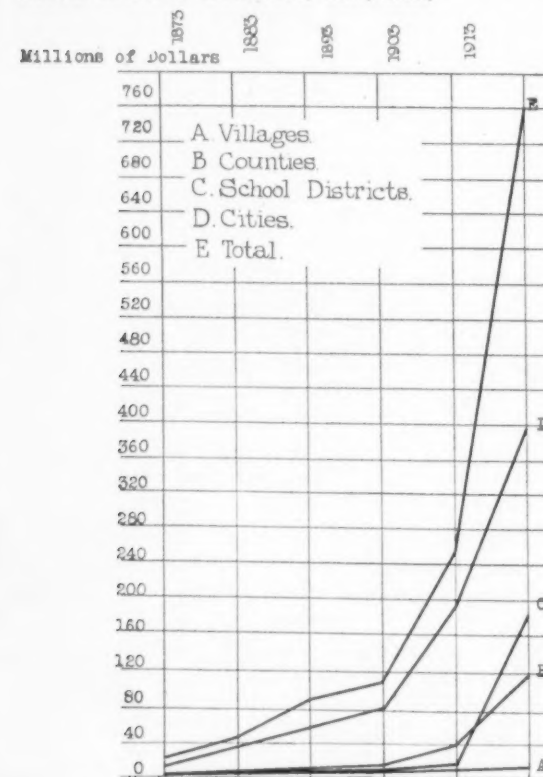


DIAGRAM 1. INCREASE IN BONDED INDEBTEDNESS SINCE 1873.

Year	Counties	Cities	Villages	Townships	School Districts	Total
1872	3,756,436	\$11,495,591	\$ 616,559	\$ 447,238	\$ 1,274,723	\$ 17,590,547
1873	3,125,532	14,527,108	730,582	401,510	1,248,389	20,033,123
1874	3,482,575	15,899,112	884,355	329,330	1,290,624	21,886,007
1875	3,044,578	20,250,722	931,362	222,974	1,507,953	25,957,588
1876	2,934,090	30,510,503	1,074,069	226,724	1,314,581	36,059,978
1877	2,909,462	33,762,136	979,351	208,382	1,469,237	39,328,569
1878	3,169,517	35,799,851	917,417	160,955	1,158,098	41,205,840
1879	2,872,834	36,036,069	969,151	161,321	1,451,197	41,490,574
1880	2,853,356	35,993,586	964,593	300,301	1,185,907	41,297,745
1881	3,222,693	37,909,348	1,055,817	457,407	1,408,842	44,114,100
1882	3,660,297	38,849,593	1,311,330	605,715	1,339,414	45,766,351
1883	4,381,680	39,476,330	1,478,526	645,751	1,659,834	47,633,123
1884	5,056,627	40,211,843	1,582,555	653,716	1,772,430	49,277,173
1885	6,212,554	42,355,688	1,948,875	638,597	2,134,792	53,290,398
1886	6,552,893	42,459,758	1,853,112	611,531	2,051,090	53,528,386
1887	6,892,745	43,193,963	1,743,772	557,883	2,455,330	54,843,696
1888	7,110,343	44,851,672	1,937,402	451,734	2,448,871	56,780,024
1889	8,231,798	47,185,254	1,851,639	587,981	2,371,447	60,228,121
1890	9,974,779	50,580,409	2,008,050	325,887	3,105,830	62,992,956
1891	6,441,841	58,419,115	2,738,064	307,869	3,326,865	71,233,744
1892	10,177,534	69,978,154	5,641,640	658,263	3,321,879	83,777,473
1893	10,779,432	62,211,125	6,344,063	656,633	4,538,476	87,529,162
1894	11,138,159	69,749,213	8,053,458	1,136,822	5,709,313	95,876,967
1895	12,489,319	72,397,029	6,436,741	959,662	6,100,507	98,383,260
1896	12,587,763	72,478,233	6,337,406	968,499	6,697,309	99,069,212
1897	11,333,836	67,472,577	6,297,418	593,265	7,030,158	94,727,256
1898	11,002,159	69,053,693	8,540,268	838,286	7,568,180	97,002,588
1899	10,473,555	65,565,276	9,417,255	800,739	7,170,639	93,427,465
1900	10,521,247	70,041,687	7,564,574	912,109	7,153,895	96,193,513
1901	10,702,660	71,613,712	6,898,573	893,171	7,509,932	97,618,048
1902	12,176,174	76,678,120	8,186,183	1,084,144	8,283,516	106,368,137
1903	12,772,679	81,146,953	8,472,267	958,664	9,367,217	112,616,880
1904	13,286,503	91,418,066	10,264,932	1,223,141	9,203,961	125,396,003
1905	14,310,548	103,577,868	10,494,944	1,162,360	9,331,057	138,856,813
1906	15,221,858	106,906,602	12,593,555	1,295,806	10,832,045	146,849,826
1907	15,545,105	117,520,564	10,394,296	1,633,233	11,930,291	157,023,489
1908	18,143,450	125,390,738	11,254,955	1,996,268	13,394,206	170,179,657
1909	23,645,778	127,915,107	14,313,625	2,670,775	16,946,729	187,574,332
1910	26,979,085	126,863,977	14,113,404	2,671,127	15,768,966	184,314,231
1911	28,574,388	136,366,280	10,708,021	3,550,824	20,060,957	199,260,470
1912	31,132,276	147,453,532	11,211,429	4,084,408	24,872,468	218,754,113
1913	38,213,891	175,772,583	11,211,429	4,896,424	28,448,561	247,331,450
1914	47,110,538	200,046,187	11,211,429	5,424,216	36,722,910	293,331,450
1915	56,047,442	223,293,549	20,720,007	7,260,323	48,707,647	356,028,968
1916	58,372,360	237,375,223	21,291,734	10,829,000	54,600,009	385,959,482
1917	62,382,052	252,050,255	27,823,871	10,305,701	68,985,267	414,163,520
1918	66,252,252	260,483,704	28,119,388	10,749,961	77,759,200	434,047,798
1919	70,656,077	269,202,813	31,855,778	12,190,764	100,152,287	456,477,442
1920	77,098,106	288,989,229	30,889,715	12,605,924	133,029,406	510,266,426
1921	89,261,378	342,216,577	34,362,818	13,107,177	160,059,951	607,922,359
1922	101,846,296	369,582,649	39,402,677	14,131,510	189,734,710	679,087,137
1923	118,693,312	398,627,625	39,402,677	14,131,510	189,734,710	760,589,834

trend in bonding for education in Ohio from comparative data and to offer such conclusions and recommendations as seem to be of a logical nature.

Diagram 1 presents in graphic form the data in Table I. It shows how the bonded indebtedness for each unit and also the total indebtedness has increased during the period from 1873 to 1923. It shows how the upward trend was very slight for the townships, villages, counties, and school districts for the first three decades. Between 1903 and 1913, there was an acceleration in the accumulation of debt in these units, and in the last decade there is shown a tremendous increase in which the cities outstrip in amount all other units.

This comparative increase for each unit is shown in Diagram 2 in per cents of figures for 1913. Taking the figures for 1913 as one hundred per cent, it is seen that the school districts show an increase of 667 per cent in ten years. This is twice the per cent increase in the growth of the total indebtedness and more than twice the per cent increase of any other unit for the same period.

For the period, 1873 to 1923, the comparative trends are shown in Diagram 3 in per cents of figures for 1873. Taking the figures for 1873 as one hundred per cent, the school districts show an increase of over 15,000 per cent, which is nearly three times the per cent increase of the nearest unit, the villages, which show a per cent increase of 5,400 per cent.

Diagrams 2 and 3 make clear the relative increases in the trend of bonding of the five local units. The trend lines are plotted as per cents, taking the trend figures for 1913 in Diagram 2 and the trend figures for 1873 in Diagram 3, as one hundred per cent. On this basis it is evident that the indebtedness for school purposes has had the highest percentage

increase, rising to 667 per cent of the 1913 figure, and to 15,000 per cent of the 1873 figure.

## The Trend of School Bonding Compared to Total School Costs, Total School Enrollment, Total Population, Total Taxes, Total Taxable Wealth, and the Element of Fluctuation in the Purchasing Power of the Dollar

In order to see the true proportions of the increase in school bonding, it is necessary to compare its trend, with like factors such as the extent of borrowing by state local units, other than the school districts. These are trends of increase in total school costs, total school enrollment, total population, total taxes, total taxable wealth, and the element of fluctuation in the purchasing power of the dollar.

Table II gives the total cost in each of four items, and the total school cost for each year

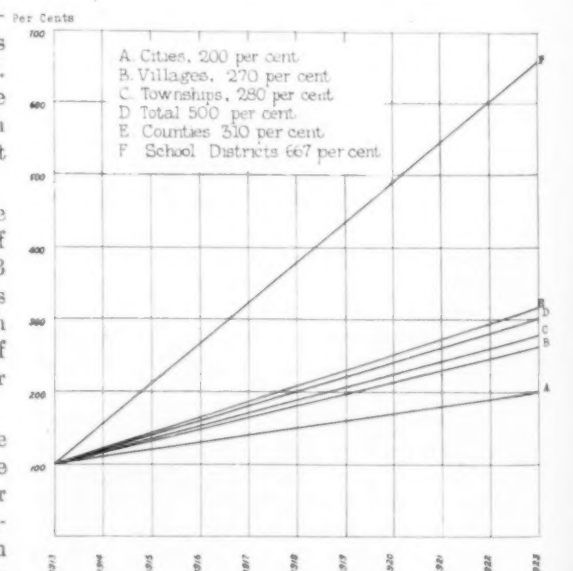


DIAGRAM 2. TRENDS OF INCREASE IN BONDED INDEBTEDNESS, 1913 TO 1923, IN PER CENTS OF FIGURES FOR 1913.



from 1870 to 1920.<sup>4</sup> The data are from the annual reports of the State Superintendent of Public Instruction of Ohio, with the exception of the single item of total school cost for 1922, which is obtained from the unpublished report of the State Superintendent for 1923.

Diagram 4 presents in graphic form the data of each column in Table II. It shows that the items of contingent expense, buildings and sites, and interest of bonded indebtedness closely parallel each other for the first three decades, and that there was little or no increase. Teachers' salaries tend gradually upward for the same period and register a gain of four million and a half total in thirty years. In the fourth decade, 1900 to 1910, a very definite trend upward is seen in all items of cost, and in the last decade which circumscribes the war and post-war periods, all trends of cost with the total show greater gains than had been registered in the entire previous four decades. The

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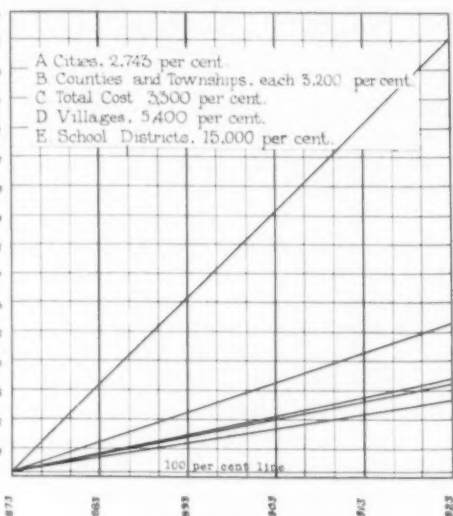


DIAGRAM 3.

TRENDS OF INCREASE IN BONDED INDEBTEDNESS 1870 TO 1923, IN PER CENTS OF FIGURES FOR 1893.

TABLE II—ANNUAL EXPENDITURE IN THE PUBLIC SCHOOLS OF OHIO, 1870 TO 1920

Growth in Four Items and Total Cost. All Items Shown only in Total

Year	Interest	Teachers' Salaries	Buildings and Sites	Con-tingent	Total
1870	.....	\$3,907,266	\$1,979,577	\$1,097,989	\$ 7,254,729
1871	.....	4,107,795	1,517,021	1,103,238	7,254,729
1872	566,498	4,219,563	1,428,964	1,039,215	7,383,856
1873	458,572	4,305,801	1,437,055	1,097,989	7,431,975
1874	516,603	4,614,499	1,474,082	1,328,452	8,072,167
1875	519,003	4,787,063	1,313,514	1,391,704	8,170,959
1876	570,485	4,936,212	1,385,212	1,415,722	8,402,757
1877	625,551	4,957,254	947,399	1,362,691	8,036,620
1878	541,959	4,956,514	1,015,784	1,295,016	7,995,125
1879	587,005	4,937,013	816,216	1,226,961	7,711,325
1880	537,485	4,972,541	708,736	1,254,003	7,704,448
1881	579,650	5,151,448	843,696	1,404,022	8,133,622
1882	485,439	5,376,087	1,204,589	1,601,895	8,820,914
1883	543,325	5,603,504	1,416,339	1,729,506	9,451,142
1884	509,040	5,807,758	1,461,893	1,742,526	9,684,368
1885	538,587	6,035,688	1,335,190	1,973,579	10,093,938
1886	794,349	6,118,608	1,190,802	1,803,692	10,121,897
1887	556,174	6,252,518	1,033,905	1,876,765	9,909,813
1888	645,512	6,382,373	1,300,085	2,045,940	10,560,127
1889	621,995	6,576,757	1,198,057	2,135,250	10,715,701
1890	805,260	6,766,708	1,488,474	2,237,041	11,407,499
1891	770,111	6,890,353	1,271,522	2,129,020	11,342,934
1892	723,168	7,222,225	1,820,117	2,581,813	12,563,166
1893	932,084	7,457,749	1,582,454	2,897,575	13,112,878
1894	780,503	7,760,424	1,618,217	2,878,976	13,314,206
1895	1,308,800	7,907,860	1,359,957	3,837,217	13,805,105
1896	1,430,189	8,005,710	1,121,487	2,888,008	13,757,109
1897	1,138,339	8,130,175	1,176,769	2,966,745	13,712,729
1898	995,900	8,301,395	1,061,380	2,914,477	13,599,849
1899	925,145	8,450,851	1,017,903	2,775,873	13,596,943
1900	931,762	8,746,675	1,310,644	2,936,312	14,266,973
1901	883,789	8,892,058	1,721,853	3,201,084	15,129,675
1902	1,594,217	9,267,638	1,549,523	3,607,475	16,463,216
1903	1,048,964	9,577,775	1,679,321	3,964,658	16,740,004
1904	1,162,642	10,071,050	1,179,178	4,004,914	17,564,645
1905	1,142,347	10,653,940	1,840,115	4,576,352	19,017,339
1906	1,424,042	11,291,281	2,798,757	4,916,060	20,971,041
1907	1,537,348	12,285,633	2,965,154	4,983,932	22,457,234
1908	1,201,246	13,044,439	3,800,287	5,988,050	24,695,157
1909	1,596,309	13,613,259	4,569,491	6,510,581	25,011,361
1910	1,828,244	14,599,272	3,893,266	6,274,729	27,328,460
1911	1,997,627	15,243,593	5,363,451	6,686,461	30,054,779
1912	2,173,264	15,904,958	5,357,100	6,955,994	33,031,677
1913	2,542,576	16,360,635	5,186,339	7,517,523	32,455,752
1914	2,782,424	17,833,325	6,441,026	8,462,287	36,455,374
1915	4,825,273	17,958,706	8,415,325	13,756,538	46,455,734
1916	5,858,203	19,648,769	8,226,596	9,900,139	45,455,734
1917	7,352,015	21,512,323	7,607,817	10,256,842	48,747,621
1918	8,477,952	23,842,329	8,709,210	12,198,321	55,593,711
1919	11,099,787	26,210,719	7,865,493	22,102,178	60,440,294
1920	50,503,144	14,174,124	14,782,253		79,549,521
1922					107,496,423

<sup>4</sup>No report has been issued by the State Superintendent of Public Instruction in Ohio since 1920.

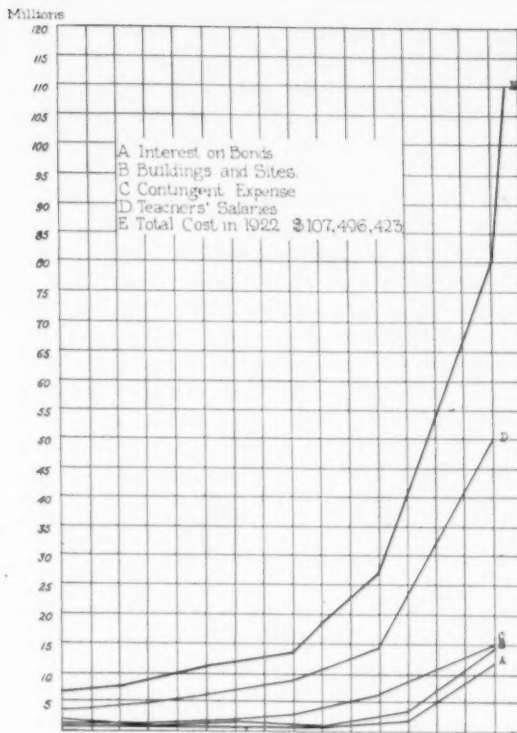


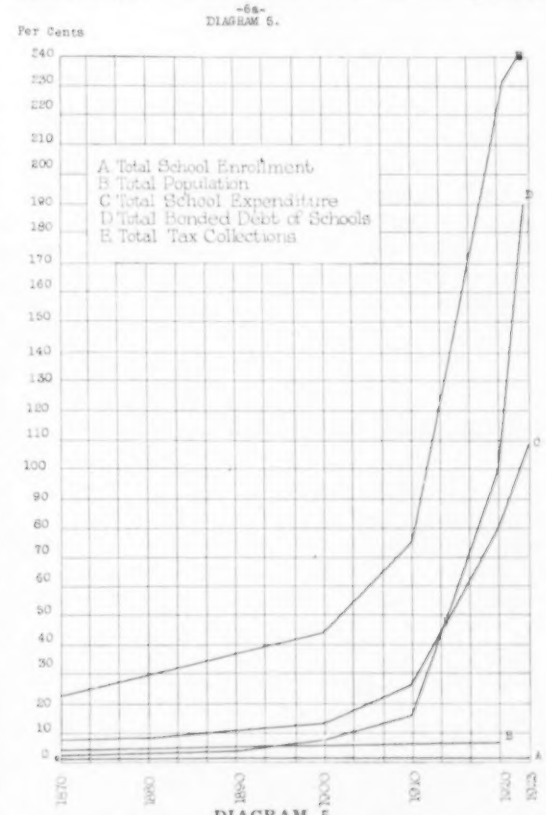
DIAGRAM 4.

TREND OF INCREASE IN FOUR ITEMS OF SCHOOL COST IN OHIO, AND IN TOTAL COST FOR FIVE DECADES, 1870 TO 1920.

item of total cost for 1922 shows how sharply upward the trend has been for school costs since 1920.

More than one-half of the total school expenditure for the school year of 1919-1920, is accounted for in salaries for teachers and other school officers. Next to salaries the largest object of expenditure was contingent expense or operating expense. Almost equal to operating expense was the sum required for buildings and sites, while one-fourth of the total school cost was represented by interest on bonded indebtedness.

In Table III are shown these figures for the total school costs of the state, with the figures for the total value of taxable property, total tax collections, total state population, total school enrollment, the total bonded indebtedness of the school districts, and the commodity index numbers; for each tenth year of the period,



TRENDS OF INCREASE FOR FIVE DECADES, 1870 TO 1920, AND FOR THE YEARS 1921, 1922 AND 1923, IN TOTAL SCHOOL EXPENDITURE, TOTAL BONDED INDEBTEDNESS, AND TOTAL TAX COLLECTIONS.

TABLE NUMBER III  
Comparative Data on Seven Items for the Five Decades, 1870 to 1920, and the Years 1921, 1922, and 1923

Year	Total Tax Duplicate	Total Tax Collections	Total State Population
1870	\$1,167,731,697	\$23,463,631	\$2,665,200
1880	1,558,215,965	29,092,048	3,189,000
1890	1,778,138,477	37,636,940	3,672,000
1900	1,834,053,228	45,908,126	4,157,000
1910	2,484,315,574	75,819,794	4,767,000
1920	10,627,231,642	219,682,254	5,759,394
1921	10,744,658,323	230,628,207	
1922	10,406,622,222	238,450,957	
1923			6,000,000 (Estimated)

The items of total school enrollment for 1921, 1922, and 1923 are taken from the unpublished report of the State Superintendent of Public Instruction, Ohio; likewise the item of total school expenditure for 1922.

The item of total school debt for 1923 is taken from the unpublished report of the Ohio State Auditor.

\*The accuracy in these figures reported for their corresponding years has been questioned by the State Superintendents of Public Instruction of Ohio for the early part of the half century period, 1870 to 1920. If, however, the figure for 1870, which is 724,896, be too great by 100,000, the percentage increase in school population from 1870 to 1923 would be approximately 100 per cent.

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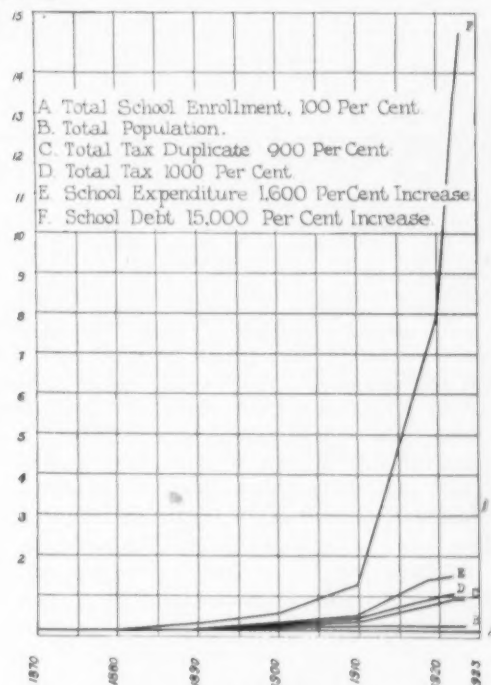


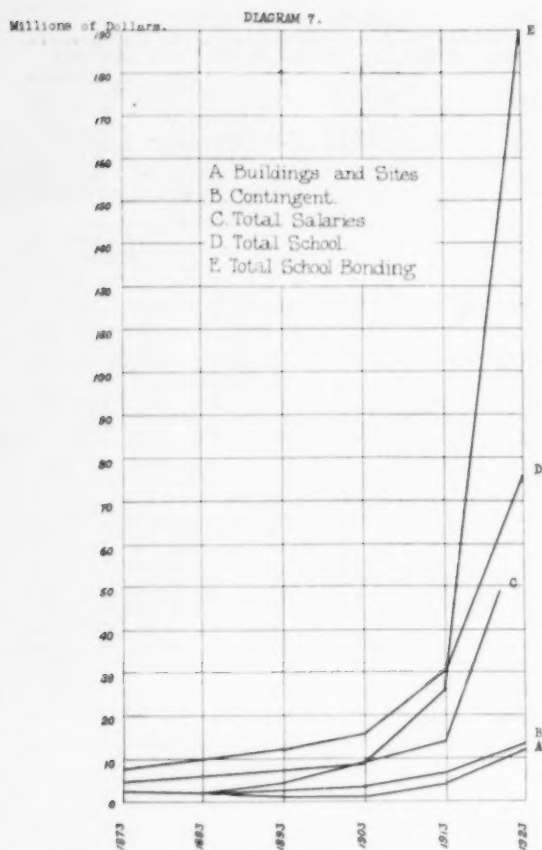
DIAGRAM 6.

RELATIVE INCREASES IN THE TRENDS OF SIX ITEMS FROM TABLE III, THE TRENDS PLOTTED AS PER CENTS, TAKING THE TREND FIGURE FOR 1870 AS 100 PER CENT.

1870 to 1925, is compiled from the annual reports of the State Auditor, the annual reports of the State Superintendent of Public Instruction, the annual reports of the State Tax Commission, the statistical reports of the Secretary of State, Ohio, and from Table 463-12 of the Continuous Commodity Index of the United States Bureau of Labor Statistics.

In Diagram 5 the heavy lines present in graphic form the comparative data on five of the seven items shown in Table III; namely, total tax collections, total bonded indebtedness of the schools, total school expenditure, total population and total school enrollment. The diagram shows that the increases in total school expenditure and total school bonding almost parallel each other for the first forty years of the half century. From 1910 the total bonded debt of the schools has far outstripped the total school expenditures, both in amount and rate of increase. The sharp increase in the amount of total tax collections since 1910 is accounted for by the enactment of the Smith One per Cent Law in 1911, which increased the grand duplicate of the state from two and a half billions to ten and a half billions.<sup>5</sup> Contrasted with the immense increases in bonded indebtedness,

<sup>5</sup>See Table III. Total Tax Duplicate for years 1910 and 1920.



COMPARATIVE TRENDS OF INCREASE IN AMOUNTS FOR CASH, DECADE, 1873 TO 1923, OF TOTAL SCHOOL BONDING, TOTAL SCHOOL COSTS, AND THE THREE MAJOR ITEMS OF SCHOOL COSTS, NAMELY TEACHERS' SALARIES, CONTINGENT EXPENSE AND TOTAL EXPENSE FOR BUILDINGS AND SITES.

school expenditures, and total tax collections, are the comparatively small increases in total population and total school enrollment. The total population of the state a little more than doubled in the fifty-year period, 1870 to 1920, and the total school enrollment increased by a quarter of a million in fifty years.

The increase in total school enrollment in Ohio has been but one hundred per cent in 53 years, and the increase in the total population of the state, 225 per cent. The growth in wealth of the state for the period is indicated by a total of nine hundred per cent increase in the grand duplicate of the state, and an increase of one thousand per cent in total tax collections. From this disparity between the increase in the population, the total school enrollment, and the increase in the total taxable wealth and the total tax collections, it would seem that everything else being equal, sufficient revenue would be available for the financing of public education. The conclusion is, from the 1,600 per cent increase in school expenditure, and the 15,000 per cent increase in the total bonded debt of the school districts, most of which has accumulated within the last thirteen years, that the extraordinary demands for expansion to meet the needs of public education have caused revenues to fall far short of the expenditures. Plainly, then, the upward trend of growth of public education in Ohio is not sufficient to explain such an immense increase in school expenditure as is indicated in the diagram. Economic factors are involved.

In Table III, the commodity index numbers compiled by the United States Bureau of Labor, corresponding the beginning of each decade are given. The index number for 1910 is a gain of 25 per cent over the index number for 1900. Teaching personnel, materials, and equipment were higher in price and more money was needed by school boards for normal needs as well as the increase that was necessary for the decade. The index number for 1920, which is 226, is 125 per cent in rease over the index number for 1910, which is 101. The expenditure for services and materials was thus more

than doubled in the decade 1910 to 1920. Coupled with increased costs, came extraordinary development and necessary increases in the salaries of teachers to meet the increased standards of living and increased qualifications for teaching imposed by legislation. All this would seem to justify the 1,200 per cent increase in school expenditures from 1910 to 1922 for current and operating expense; but it does not, as will be seen in the next chapter. This increase was not sufficient for current and operating expenses of the schools, to say nothing of the vast extension of the physical plant in both cities and rural communities. As a combined result of all economic, legislative and other factors that crowded themselves into the decade of 1910 to 1920, during and following the war, we must seek an explanation of a 15,000 per cent increase in the total bonded indebtedness of the school districts.

In Diagram 7 may be seen the comparative trends of increase in amounts for each decade, 1873 to 1923, of total school bonding, total school costs, and the three major items of school costs; namely, teachers' salaries, contingent expense, and total expense for school buildings and sites. Clearly, here is shown that salaries constitute the most important factor in the upward trend of school costs, as the salary trend line nearly parallels the total cost line. The almost perpendicular line of ascent in school bonding, surpassing all cost factors in both rate and amount, suggests some other influence in this rapid acceleration of school bonding. When consideration is given to the fact that increased indebtedness carries with it the increased financial obligations of providing means of meeting the increased interest and sinking fund requirement, a partial explanation is provided.

In order to make clearer and to represent graphically, the relation between trends of total school costs and the trend of total school bonding for each decade of the fifty-year period, 1873 to 1923, Diagram 8 is presented. The diagram shows that the gain in total school indebtedness and total school costs were proportionate in amount for the first three decades of the period, 1873 to 1903. In the next decade ending, 1913, the amount of increase in the total school debt made a decided gain on the total amount of school costs, the total school debt for 1913 being almost equal in amount to the total expenditure for school costs in 1913. For the next decade ending in 1923, it is seen that instead of being less than the yearly total school costs, the bonded debt has nearly doubled the year's total school cost for 1923. In other words, the graph shows the spread between the total bonded indebtedness for school for each year ending the decade, and the total school expenditure for the same year. It shows the extent to which the school districts of Ohio

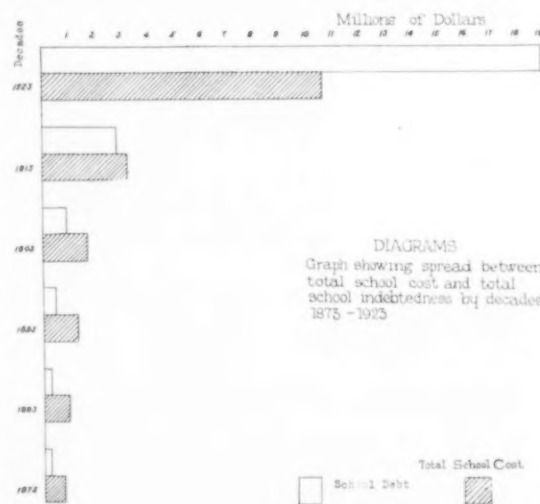


DIAGRAM 8.

DIAGRAM 9.

A Representation of the Division of the Public Debt of Ohio for 1915. Showing the Purposes for which it was incurred, in Percentages of the Whole<sup>1</sup>

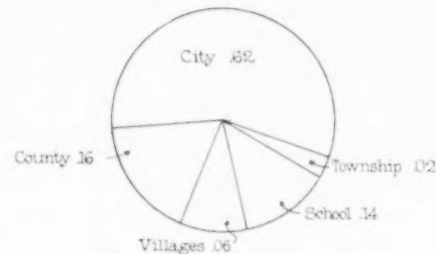
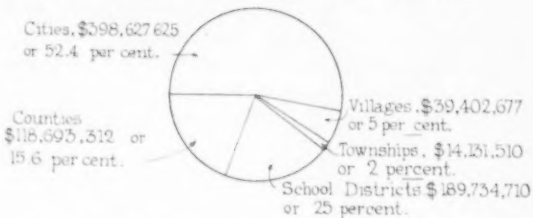


DIAGRAM 10.

A Division of the Consolidated Local Debt of Ohio, in Amounts and also in Percentages of the Whole 1923



<sup>1</sup>The Annual Report of the State Auditor, Ohio, 1915, p. 12.

adopted a borrowing policy to secure school revenues, in the period 1913 to 1914.

One cause that had its effect during this period, 1913 to 1923, on the policy just mentioned, was the decreased purchasing power of the dollar. During this period there was a loss in the ability of the dollar to purchase those human services and materials necessary for the conduct of a public school system as maintained in Ohio. For example, in 1923, it took, according to the United States Department of Labor, \$172 to purchase what \$100 purchased in 1913.<sup>6</sup> This index of the cost of living, that is, the cost of those things needed for the maintenance of the family, is indicative of the purchasing power of the dollar when applied to the largest item of school expense, the teacher's salary.

In buying building materials, \$100 in 1913 purchased as much as \$181 in 1923. Industrial concerns were paying approximately \$212 in 1923 for the same amount of labor that cost \$100 in 1913. School boards had to do the same in constructing school buildings, in grading school sites, and in employing janitors. In short, the dollars expended by the public schools in 1923 were not 1913 dollars. The expenditure of a dollar in 1923 by a school board represented a smaller levy against the Nation's supply of human services and materials; namely, teachers, services, building materials, labor, fuel, and other things necessary for school maintenance than it did in 1913.<sup>7</sup>

In the early part of the last decade, 1915, the total bonded debt of the local units increased \$63,000,000 over 1914. This increase from \$293,331,459 in 1914, to \$356,028,968 in 1915 was viewed with alarm by the officials of the state and it was pointed out at that time, that debt service was consuming about one-third of all state revenues. Since that year, the total bonded indebtedness has doubled in Ohio, and the item of debt service now consumes about one-half of all state revenues.<sup>8</sup> Local expense must be met with half of the tax dollar, or further borrowing must be resorted to, thereby adding to the debt burden.

By comparing Diagram 1, with Diagram 2, it will be seen that the city debts have decreased in percentage of the whole debt, from 62 per cent to 52.4 per cent. Incorporated villages have decreased from six per cent to five per cent. Counties have decreased from sixteen to

<sup>6</sup>United States Bureau of Labor, Commodity Index, Table 463-12.

<sup>7</sup>Journal of the National Education Association, February, 1914, p. 57.

<sup>8</sup>This refers to debt service on all local bonded indebtedness in Ohio.

(Continued on Page 139)



# The Clerical Assistant to the Superintendent of City Schools

John Dale Russell, School of Education, Indiana University.

A casual survey of the history of the origin and development of the office of school superintendent shows that this office had its rise in the clerical aspect of school administration. That is, school committees early felt the need for some centralized authority to look after the financial and statistical details of the school system; and from such humble origins sprang the modern profession of school administration. But while the origin of the office, in many instances at least, was for the purpose of rendering this clerical service, the development has been away from this phase of the work. Other duties have been added to the position of the superintendent, lessening the relative importance of his clerical duties. Today the success of the school superintendent, at least in the smaller systems, is in considerable measure reckoned by the degree to which he can free himself from his office work and get out into his school system, gaining direct contact with his teachers and their pupils, assuming the educational leadership of the community. Thus the success of the superintendent is predicated somewhat upon his ability to secure competent clerical help upon which he may unload the burden of the routine duties of his office.

While the relative emphasis given the clerical work has decreased, so far as the time of the school superintendent is concerned, the work itself is no less important than it ever was. Recent adoptions of uniform blanks for reporting statistical and financial information, by states, as well as by the United States Bureau of Education, are evidence of the importance of careful clerical work. The demand is ever for more detailed and more accurate information concerning the school system. In particular, as public education comes to share a large part of the funds raised by taxation, there is demand for figures and facts upon which to base the justification of such expenditure. The securing and compiling of such information has magnified considerably the importance of the clerical division of school administration.

The question arises as to whether there is developing a new specialized division within the profession of school administration—the division of “superintendent’s clerk,” if you please so to call it. It was with the idea of obtaining a basis for a partial answer to this question that the investigation here reported was undertaken.

The writer knows personally of a few such clerks whose faithful service has made them almost irreplaceable in the school system in which they are employed. It proved an easy task to supplement this limited knowledge with several instances, furnished by acquaintances, of exceptional service rendered school systems by capable superintendents’ clerks. This study, undertaken to see how generally such conditions were true in the state of Indiana, might be defined somewhat broadly as an investigation of the professional status of the superintendents’ clerk.

It was decided to limit the investigation to the state of Indiana, and to school systems in the state that are not large enough to have developed the business manager type of organization. For this reason, the four largest cities in the state were excluded from the study. Town systems were not included because it was felt that conditions there would not be materially different from those shown by the small city type of organization.

## The Data Collected

The data presented were gathered by a questionnaire sent out in March, 1924, to all the city school systems of the state of Indiana, with the exception of the four largest cities. Extraordinarily good returns were received; 75 per cent

of all the school cities in the state sent in data. The reliability of the figures presented is materially increased because the sampling represents such a high per cent of all the cities in the state.

In order to make the findings of the study of more significant application to particular situations, it was decided to group the cities according to the size of the school system, and to calculate central tendencies separately for each city group. Pupil enrollment was chosen as the basis upon which such division should be made. The cities from which data were obtained were then divided into five groups, with the following ranges of enrollments:

- Group I, cities with less than 1,000 enrollments;
- Group II, cities having from 1,000 to 2,000 enrollments;
- Group III, cities having from 2,001 to 3,000 enrollments;
- Group IV, cities having from 3,001 to 10,000 enrollments;
- Group V, cities having from 10,001 to 12,000 enrollments.

Table 1 gives certain statistical information concerning these city groups.

An analysis of the replies to the questionnaire brought out the fact that an enrollment

clerks have been considered in tabulating the data. In every other case where more than one clerk was employed, the chief clerk only was considered.

A resumé of the data of a personal nature contained in the questionnaires shows that in most cases the superintendent’s clerk is an unmarried woman whose permanent home is in the city where the school system she serves is located. The median ages of the clerks by city groups are as follows: Group I, 21.5 years; Group II, 23 years; Group III, 26 years; Group IV, 28 years; Group V, 39 years.

An analysis of the titles given the clerks in the various cities proved interesting. The most frequent title was “clerk to the superintendent,” represented by sixteen cases, or 30 per cent of the whole group. Some divergence of opinion seemed to be evident as to whether the clerk “belonged” to the superintendent of schools, the school board, or the schools in general. There were eight cases in which it was apparent that the clerk did not “belong” to the superintendent. In two-thirds of the titles the idea of “clerk” seemed to predominate, in the other one-third the word “secretary” being used in

TABLE 1—Statistical Information Concerning the City Groups

	Group I	Group II	Group III	Group IV	Group V
Number of cities in the state falling within each group .....	36	30	13	14	2
Number of cities from which replies were received .....	27	18	11	13	2
Per cent replying .....	75 %	60 %	85 %	93 %	100 %
Number of cities reporting which have a clerk for the superintendent .....	12	16	10	13	2
Per cent of those reporting which have clerks ..	44 %	89 %	91 %	100 %	100 %
Median population .....	2,870	5,632	10,962	24,012	60,780
Median number teachers .....	24	46	86	157	363

of 800 pupils seems to be the critical point in determining whether or not the superintendent should be provided with a regular clerk. In the Group I cities (those with enrollments less than 1,000) only four having an enrollment less than 800 provide a regular clerk for the superintendent. After an enrollment of 800 is reached, the tendency to employ a clerk is almost universal. In fact, in the whole list of cities there are only three having an enrollment of more than 800 which do not employ a regular clerk for the superintendent. One of these three cities depends solely upon assistance furnished by the seniors in the commercial department of the high school. The other two cities do not furnish definite information except to the effect that no clerk is employed. The non-employment of a clerk in these three cities (one of which is in Group III, the others in Group II) should be construed as a reflection on the school system, rather than allowed to affect our norm. We can, therefore, state with some confidence that it is at present customary in Indiana to employ a clerk for the superintendent when the school system reaches an enrollment of approximately 800.

## The Number of Clerks

The great majority of the cities represented in this study employ only one full-time clerical assistant to the superintendent. Until the Group IV cities are reached no additional full-time help is provided. Even in Group IV, one-half of the cities have only the one clerk for the superintendent. The critical point where it is necessary to employ two full-time clerks seems to fall at an enrollment of approximately 3,625, since every city with an enrollment larger than this figure, except one, reports additional full-time assistants. Every city in Group IV, having an enrollment of more than 6,000, employs two additional full-time assistants, or a total office staff of three persons. In one Group IV city two clerks of equal status are employed. In this particular case both

the title. On an apriori basis, it would seem that “clerk” is a better title for this position than “secretary.” There is, as is shown by data presented later, a considerable amount of bookkeeping and accounting to be done in this position, work which is ordinarily thought of as clerical rather than secretarial. The writer has chosen, in this report, to use the title most frequently given; namely, “clerk to the superintendent,” or in briefer form simply “superintendent’s clerk.”

It should here be noted that the writer refers nowhere in this discussion to the “school board secretary,” or “school secretary,” as he is often called. This report has only to do with those persons who perform the clerical duties of the school system under the direction of the superintendent.

## Commercial Training

In investigating the education and commercial training of these clerks, it was found that 85 per cent were high school graduates, and of the fifteen per cent who had not graduated from high school, nine per cent had completed at least three years, four per cent at least two years, and the remainder at least one year of high school work. Furthermore, 21 per cent of the group had had some college or university work. Approximately fifty per cent of the group had had some commercial training in private business schools, a fact which would tend to raise materially the general level of educational attainment as shown by the figures above.

Perhaps, the most noteworthy fact discovered in this connection was that every one of these clerks had had definite training along commercial lines. To get the full weight of this fact, it might be recalled that it has been necessary to pass numerous laws to insure that teachers shall have had some “teacher-training” before starting out to teach. There is no law in Indiana specifying the requirements for a superintendents’ clerk, but if there were one, it



without doubt would specify some commercial training. Yet the city superintendents are protecting themselves and their school systems very well, it would seem, and are hiring only clerks who have made some preparation for clerical work.

In checking the vocational experience of the clerks prior to taking the present position, it was found that 43 per cent had had no previous experience in office work before becoming clerk to the superintendent. It would seem that this is a rather high percentage. Remembering that for the most part in these school systems only the one clerk is provided, we see that the superintendent must spend some time in "breaking-in" inexperienced help. Furthermore, as was shown above, four-fifths of these clerks have had no general education beyond the high school. It is, therefore, apparent that a great number have gone into the superintendent's office as clerk immediately upon graduation from high school or business school. True, recruits to commercial positions must gain their initial experience somewhere, but it would seem that, perhaps, the school systems of Indiana are doing just a little more than their share in furnishing initial responsible positions to high school graduates immediately upon the completion of their commercial training course.

It should furthermore be noted that in only three cases had there been prior vocational experience in the same sort of work. The implication seems to be that when a superintendent in Indiana needs to hire a new clerk, he does not seek one who has already had some experience in this line of school office work. It would seem to the writer, particularly in the case of Groups III and IV, that the superintendent might well do just what he would do if he were to need a new high school principal—look for some one who has had successful experience in a smaller place (Group I or Group II city), and offer such person sufficient inducement to accept the position in the larger system. The smaller systems could then become the training and proving grounds for competent school clerical help, just as they are now the training and proving grounds for beginning teachers and young school administrators.

#### The Superintendent's Dependence on the Clerk

It is acknowledged that in the case of a newly-elected superintendent, who also finds it necessary to employ a new clerk, it might be advisable to choose a "home town" girl, the advantage lying in the fact that she would be able more quickly to put the new superintendent in touch with his community. Data will be introduced later to show that the new superintendent usually finds an experienced clerk on the job when he comes to his community, so that the case noted above really represents an unusual situation. In all other cases, where the superintendent, with his community contacts already established, finds it necessary to employ a new clerk, it is the recommendation of the writer that some one be sought who has had similar experience in a smaller school system.

Turning to the matter of the tenure of the position, the data show that the usual method of appointment to this position is upon the nomination of the superintendent and approval by the school board; 89 per cent of the clerks are appointed by this method. The median tenure for each of the city groups is as follows: Group I, 12.5 months; Group II, 27 months; Group III, 55.5 months; Group IV, 42.5 months; Group V, 24.5 months; all groups combined, 34 months. Remembering that these data were gathered in March, and presuming that each of the clerks would finish out the school year in the same position, it is fair to add about three months to the medians given

above before translating the months into school years.

Figures were tabulated in the same way for the tenure of the superintendents under whom these clerks are employed. The median tenure for the whole group of superintendents was only nine months in excess of the similar median for the clerks. As a further analysis of this interesting situation, it was found that in 43 per cent of all the cases the tenure of the clerk exceeded that of the superintendent. Here we get a new view of the educational service rendered by the superintendent's clerk in bridging the gap between out-going and in-coming superintendents, forming a connecting link between the old and the new administrations. Remembering that a figure of 50 per cent of excess tenure on the part of the clerks would indicate approximately an exact equality of their tenure with that of the superintendent, we note that the per cent actually found does not fall far short of this ideal. We may, therefore, fairly conclude that there is a high expectancy of "carry-over" by the clerk from one administration to the next.

Under the heading of remuneration, we note the following median annual salaries in each of the city groups: Group I, \$708; Group II, \$750; Group III, \$1,410; Group IV, \$1,530; (Group V, data not given); all groups combined \$960. The range of salaries was large, varying widely even within the city groups, so that the medians, as here given, do not possess any great degree of statistical reliability. In answer to a specific question, about half the clerks indicated that they consider their salary adequate remuneration for the duties performed. The question was also asked as to whether the clerk receives as much money as other clerks with equal responsibility in other clerical work in the same community. About one-half of the clerks seemed to feel that they were working for the schools at a distinct sacrifice in salary. A relatively low percentage of the clerks have opportunity to do outside work to increase their income. The salaries of most of the clerks are on a monthly basis. The clerk usually puts in an eight-hour office day, and the most frequent vacation period is two weeks with pay.

#### What the Clerks Do

A rudimentary job analysis of the work of the superintendent's clerk was attempted in connection with this investigation. It was not the intention to present a complete job analysis which might be used for training curriculum purposes, but rather to give a general idea of what duties these clerks ordinarily perform in Indiana. The principal purpose of this part of the investigation was to enable superintendents to evaluate the kind of help they are now receiving to see if it might be possible to shift some of their own duties to a competent clerk, leaving more time for certain other administrative duties.

In order to get the information regarding the duties performed, the last section of the questionnaire included a list of possible duties. At the end of the list blank spaces were left in which any additional duties might be noted and added to the list. In the table which follows (Table 2) the duties which were so written in are denoted by an asterisk (\*). Table 2 also gives the per cent of the whole group of clerks which checked any particular duty.

TABLE 2—Duties Performed by City Superintendents' Clerks in Indiana

	Per cent of clerks which checked each duty
Taking dictation and transcribing letters.....	88.9
Copying matter on typewriter.....	96.3
Mimeographing.....	79.7
Filing and cataloging correspondence.....	92.6
P. B. X. Operation.....	1.8
Keeping financial records.....	81.5
Making out payrolls.....	81.5
Making out checks and vouchers.....	87.
Making out orders and requisitions.....	79.7
Keeping inventories of materials and supplies.....	57.5

Bookkeeping for semi-official funds*.....	22.2
Making appointments for superintendent.....	79.7
Meeting callers and answering telephone.....	98.1
Answering correspondence for superintendent.....	83.9
Making out contracts for teachers.....	72.3
Selling textbooks and supplies to pupils.....	50.
Issuing and distributing supplies to teachers.....	81.5
Work as school librarian.....	13.
Recording and writing up board meeting minutes.....	61.2
Recording and writing up memoranda of conferences.....	25.9
Opening and distributing mail.....	48.2
Preparing material for publication.....	50.
Writing out recommendations for teachers.....	51.9
Writing out certificates of experience for teachers.....	55.6
Preparation of out-going mail.....	88.9
Keeping office in order.....	87.
Receiving and making notes for attendance officer.....	61.2
Posting school announcements*.....	7.4
Making out credits for college entrance*.....	1.8
Making appointments for school nurse*.....	1.8
Making notations for supervisors*.....	1.8
Notary public duties for school system*.....	1.8
Preparation of reports for school board.....	85.2
Making out reports required by State Board of Education.....	83.4
Answering questionnaires for other agencies.....	66.8
Supervision of other clerical help.....	11.1
Direct purchase of supplies.....	25.9
Tabulating attendance records.....	72.3
Assisting in preparation of school budget.....	51.9
Making arrangements for substitute teachers.....	63.
Recapitulation of school enumeration records.....	53.8
Securing and compiling pupil enrollment data.....	70.5
Recording teachers' success grades.....	64.9
Assisting in testing program.....	18.5
Issuing and recording employment certificates*.....	20.4
Keeping records of teachers' absences*.....	3.7
Administration of city poor relief fund*.....	5.6
Presiding at board meetings in absence of superintendent*.....	1.8
Assisting teachers with supervision of pupils*.....	13.
Keeping grade and credit record of pupils*.....	13.
Helping teachers to make out pupils' report cards*.....	1.8
Attending teachers' meetings*.....	1.8

The duties listed above speak eloquently of the range of activities which the superintendents' clerks of Indiana are capable of performing. In the case of the duties marked with an asterisk (\*) the percentage figures are not significant, since, perhaps, many other clerks would have checked such duties had they been included on the original questionnaire.

#### To Sum Up

In summing up, we might say that it seems to be customary in Indiana to employ a clerk for the superintendent when the school enrollment reaches 800, to employ an additional full-time assistant when the enrollment reaches 3,625, and to employ a third full-time office assistant when the enrollment reaches 6,000. A composite picture would show that the "average" superintendent's clerk is fairly mature in age, has had rather adequate general education (equivalent, at least, to high school graduation), and is well-trained in commercial subjects. The person employed as clerk is frequently lacking in prior office experience of any sort, and usually has never had any prior experience in school office work. The tenure of the position is usually long, and it is normally expected that the clerk shall hold over from the administration of one superintendent into that of his successor. The compensation varies widely, even among cities of approximately the same size, the amount of the salary being frequently the cause of some dissatisfaction on the part of the clerk. The clerks perform a wide range of duties, including not only what is ordinarily thought of as the usual round of stenographic, accounting, and secretarial duties, but branching out even into the administrative phase of school work.

The writer likes to think of the superintendent's clerk as the microcosm of the school business manager. What the business manager is to the large city system, the clerk is to her little world. As yet these clerks are unsung heroines of the cause of public education, although many superintendents could doubtless testify to the absolute dependence which they have upon the services of a competent clerk. It is the writer's hope, with this calling attention to the importance of the service rendered by this group within our educational system, that a proper attitude of respect will be initiated for the position of superintendent's clerk, as the embryo of a new type of professional educational service.



## Relation of Intelligence to Failures in School

### A Study in a Small City School System

W. A. Walls, Kent, Ohio.

Kent is a small residential and manufacturing city of seven thousand population. It is the seat of the Kent state normal college. The public schools enroll about 260 in the senior high school, 175 in the junior high school (seventh and eighth grades) and 750 in the first six grades.

The study of this question was started with the definite idea of showing the teachers that too many failures were being taken for granted on the assumption that the pupil was of low intelligence and, therefore, unable to do passing work.

One of the greatest handicaps of a child is repeated failures which give the individual a "set" toward failure in school and later life.

This study was based on intelligence tests given over a period of three years. The data were compiled for those pupils who were expected to fail at the close of the school year in June, 1923.

Each teacher in grades one to six was also asked to assign reasons for failure of pupils as shown in Table II below. Where a physical handicap was given as the reason, the school nurse was asked to follow up the case and, if possible, have the handicap corrected. The same plan was followed in the spring of 1924, and already the school nurse is working on cases where physical handicap was given as a cause of failure.

A great many of the students on whom this study is based have had three, and some four, group intelligence tests in the past four years. The I. Q. of each student, and the group to which he is assigned, has been determined by a study of all these tests. Many of them have had individual tests given by workers from the Bureau of Juvenile Research, Columbus, Ohio. At the request of the superintendent two separate surveys, based on individual tests, have been made by different workers in the past three years.

In the spring of 1923 the Otis test was given again to all students who were expected to fail at the end of the school year, June, 1923.

The results of these tests were tabulated and compared with previous tests which had been given. It is felt that in each case enough intelligence tests have been given to make it a fair measure of the intelligence of the pupil.

The following table shows the distribution of intelligence quotients based upon interpretation given in Terman's Measure of Intelligence, and the frequency in each group from the first to eleventh years, inclusive.

TABLE I. DISTRIBUTION OF I. Q.'S

Year	Intelligence Quotients						Total
	Below 70	70-80	80-90	90-110	110-125	Above 125	
First Year	2	1	1	10	1	4	19
Second Year	3	1	2	5	1	0	12
Third Year	5	3	5	5	1	0	19
Fourth Year	3	3	9	11	1	0	27
Fifth Year	2	3	13	6	0	0	24
Sixth Year	3	2	9	11	1	0	26
Totals, Grades 1-6	18	13	39	48	5	4	127
Seventh Year	3	2	4	8	1	0	18
Eighth Year	0	4	2	4	1	0	11
Ninth Year	1	1	3	13	5	1	24
Tenth Year	0	0	2	3	1	1	7
Eleventh Year	0	0	0	3	1	1	5
Grand Total	22	20	50	79	14	7	192
Percentage	10.8	10	27	41.4	7.2	3.6	

This table shows that 47.8 per cent (the total percentage in groups 80-90, 70-80 and below 70) of these probable failures were below average intelligence; 41.4 per cent were of average intelligence, and 10.8 per cent were of superior intelligence. In other words, only about fifty per cent of the possible failures can be assigned to low intelligence.

#### Summary for Senior and Junior High Schools

*Eleventh Year.* Five cases studied. The intelligence factor does not enter into failures. None below ninety I. Q.

*Tenth Year.* Seven cases studied. The

intelligence factor might enter in two cases or about one-third.

*Ninth Year.* Twenty-four cases studied. Eighteen students had I. Q.'s, either average or above average. Three were below far enough so that the mental factor was probably the vital one, and there were border line cases where other factors might be considered the cause of failure rather than the mental handicap.

It is interesting to note that two out of three of the students below the average have dropped out of school, and two of the border line cases have also dropped out since this study was made.

*Eighth Year.* Eleven cases studied. Based on the intelligence quotient, four of these cases show that the mental factor was an important one. In seven cases the cause of failure was not due to lack of intelligence.

*Seventh Year.* Nineteen cases studied. In five cases the mental factor could be definitely assigned as the reason for failure. In four other cases it was probably also a very definite factor.

The reports from the junior and the senior high schools do not show other reasons assigned by teachers for failures, so no tabulation can be made. The preceding statements by years show that other reasons must enter largely into failures in the senior high school. Teachers this year will be asked to assign reasons as indicated in the tabulation for the first six grades.

In the junior high school in the two years, particularly in the seventh year, there is a very definite number of failures due to low intelligence. This is the last year which the compulsory attendance laws affect. Many pupils are remaining in school because they are forced by law to do so.

The table below gives the reasons assigned by teachers for failures in the first six years:

TABLE II  
Reasons Assigned by Teachers for Probable Failures Grades One to Six—June, 1923

Grade	Low Intell.	Att.	Lack Effort	Not Int.	Cigarettes	Outside Work	Not Prep.	Lang.	Phys. Hand.	Total	No Reasons	Grand Total
First	3	2	2	0	0	0	2	2	3	14	0	14
Second	4	0	1	2	0	0	3	2	1	13	0	13
Third	7	1	1	1	0	0	3	0	2	15	5	20
Fourth	12	0	3	3	0	0	4	0	5	27	3	30
Fifth	3	0	7	0	0	0	6	0	5	21	4	25
Sixth	5	0	6	2	3	1	2	2	1	22	5	27
Total	34	3	20	8	3	1	20	6	17	112	17	129
Per cent	31	2	18	8	2	1	18	5	15	100		

Of 112 cases in which reasons were given by teachers for failures, 34 were definitely assigned by teachers as due to low intelligence. By referring to Table I, it will be seen that in the

7. Irregular attendance 9. Too much outside work  
8. Use of cigarettes

#### Conclusions

*First.* Probably fifty per cent of our students in the grades fail because of low intelligence.

*Second.* Low intelligence cannot be assigned as one of the principal reasons for failure in the senior high school.

*Third.* A different arrangement of work for mentally handicapped pupils (such as our ungraded room) might eliminate the "set toward failure" which repeated non-promotion is giving some of our pupils.

*Fourth.* There is a possibility of decreasing the failures among the fifty per cent of the pupils who fail because of handicaps other than mental. How far does your responsibility as a teacher go in accomplishing this result?

*Fifth.* Through cooperation of nurse and teacher our failures through health handicaps should be decreased.

*Sixth.* Are you promoting any pupils, of whom the teacher next year will say, "Failed because of lack of preparation"?

The above survey has led to an awakened interest among the teachers of the city as to the causes of failures and the responsibility of the teachers. The study was submitted to the teachers toward the end of the school year, in May, 1924, to concentrate their attention on this problem. The conclusions will be followed up and tested during the present school year.

The above brief tabulations represent many hours of labor on the part of the superintendent and his assistant. It may not be thoroughly scientific from the standpoint of the expert statistician. However, it has been carefully prepared and based on scientific data which has commanded the respect of the teachers and has accomplished some good in the solution of this ever present problem.

#### IS IT WRONG TO SAY "WELL DONE?"

No teacher can teach successfully who has not learned the value of an occasional word of praise where praise is due.

In too many schools the pupils are familiar with all sorts of terms of disapproval, but a lesson well learned, or a task well done meets

with no word of approval unless the stony silence of the teacher may be interpreted by them as such. Likewise, many teachers toil through long hours of the many days constituting a term, meeting with only a frigid silence on the part of the school board relative to the success of their teaching.

No teacher cares about flowery terms emanating from the school board as to her success. But, it is a matter of business with her to know whether or not she is giving satisfaction.

It is not an uncommon thing to hear a teacher remark when asked how she is getting along in school, "So far as I know I am getting along all right. At least, I have heard no criticism from anyone." From a remark of this kind it is not difficult for one to draw the conclusion that she is somewhat in doubt.

If, in this case, her work is meeting with approval generally in the locality where she is teaching, would the board make any mistake in appraising her of the fact? Isn't it possible that as a result, it would give to her work an added zeal and a determination on her part to do still a little better?—F. Y. Harper.

## Job Analysis of the Principal as a Supervisor of Instruction

R. W. Tarbell, Milwaukee, Wis.

The work of the principal in a modern school system calls for expert knowledge of many things. In a small community his duties are numerous, extending from pupil and faculty problems, to questions of business management, school board relations, legal matters, and an almost endless chain of things that call for correct decisions. In a city system many of these matters are taken out of his hands. His work is more or less circumscribed. His duties are more clearly defined.

One of the duties of the principal is supervision of instruction. He may take direct charge of this, himself, or may delegate the work to someone else. In either case, as the responsible head of his building, he is accountable to the superintendent or school board, for the quality of instruction offered by his teachers. ✓

It is much easier to understand the work of the principal when it can be pictured in all its details. If a method of procedure can be worked out, to set off each item in proper proportion, a correct estimate of the principal's job can be prepared. This will not only help the principal to go about his work more methodically, but will assist the board members in their judgment of the efficiency of supervision. It will give them something tangible, upon which to base their judgment of the principal's ability.

The limits of this article do not permit of a complete discussion of all the work of the principal. It will be confined, as the title suggests, to the supervision of instruction. Matters of business management, teacher selection, etc., will not be considered. The discus-

sion will adhere strictly to the merits of this one phase of the principal's job.

In order to display the work of supervision of instruction, the accompanying chart has been prepared. In the first column will be found fourteen major duties of the principal. These refer to the supervision of teaching. There are doubtless other items which could be included in this list, to suit local conditions, but those given here substantially cover the ground. These fourteen problems confront the principal, as he enters the field. There has been no attempt to list the problems in the order of importance; for that will vary under different circumstances. The second column contains ways and means for solving each of these problems. Several possible solutions are offered for each problem. Some of these will be more useful than others, because of circumstances peculiar to the locality. Combinations of two or more may work better in some cases.

It is not difficult to read the chart. Thus, the fourth major problem, "Rating of Teachers," is followed by five possible solutions. These may not all be entirely dependable, but each one can be given the weight it deserves. A sixth method could be introduced here, pertaining to the scientific rating of teachers, by rating charts, percentages, etc., but this has been omitted. Only the practical solutions are given, and these will be readily understood.

A third and fourth column can be added for those who are interested in developing the analysis chart to a greater extent. In the third column may be listed the difficulties which might arise in the way of the different solutions. In the fourth column will be listed ways and means to overcome these difficulties. While it is readily seen that this makes a complete analysis, almost puncture proof, it is also understood that the third and fourth columns are to be developed to suit local conditions. No general analysis could be devised to fit all cases.

The value of an analysis of this kind should be quickly perceived by every principal. It is drawn up in the quiet of his office, preferably when school problems are not pressing for immediate attention. He can thus give proper balance to each part. After it is completed, it should serve as a guide in many of the problems that arise. Any one of these thirteen problems may confront the principal unexpectedly, and need to be solved. Every experienced teacher can think of some kind of a solution, but a complete analysis will usually contain several. The chart will not only serve as a guide in matters of daily routine, and give evidence that the principal has thought through his problems logically, but will actually be the means of discovering better methods of work in his school. As new problems arise, they should be listed, together with the methods of solution. It should materially strengthen the work of the principal, as he works for the improvement of instruction.

### HOW TO GET SCHOOL VISITORS

(From the Beaver Falls, Pa., Tribune)

Monday forenoon fire broke out at the Dam school, Big Beaver township. The fire alarm was given by the school, those hearing first call quickly organized and selected S. A. Duncan fire chief, W. G. McHattie and Norman McHattie, firemen; Wayne Duncan driver of the chemical truck and Wayne McHattie driver of the hook and ladder truck. After organization the company immediately proceeded to the scene of the fire. After preparing the chemicals and placing the ladders the chief went in search of the blaze, but the teacher informed him that she, with the help of her pupils, had extinguished the fire some time during the early part of the day. The teacher thanked the company for their prompt response and invited them to remain and visit the school.

### ANALYSIS CHART

Major Problems	Ways and Means of Solving the Problems
1. Define a goal for the teachers and set up standards.	(a) Faculty conferences at beginning of year. (b) Issue bulletins on results desired. (c) Have noted educators speak on aims and ideals.
2. Classroom visitation to observe teaching.	(a) Definite program, as part of the schedule. (b) Visiting upon request of the teachers. (c) Emergency visitations.
3. Rating of pupils.	(a) Use standard tests. (b) Committee of teachers to judge pupils' work. (c) Compilation of different gradings for comparison.
4. Rating of teachers.	(a) General reaction of pupils. (b) Comments from parents. (c) Attitude, personality, etc., of the teacher. (d) Professional improvement effected by teacher. (e) Study of gradings made by pupils in that room.
5. Selection of texts.	(a) Principal may judge, if capable. (b) Committee of teachers to judge with the principal. (c) Study the book reviews in magazines. (d) Get advice from experts in the field.
6. Training of new teachers.	(a) Individual work with teachers, as a result of classroom visitation. (b) Faculty meetings. (c) Directed study. (d) Summer school work. (e) Correspondence courses in education. (f) Public lectures.
7. Directing changes in the curriculum.	(a) Get ideas from educational journals. (b) Conferences with teachers on proposed changes. (c) Experimental changes where some change appears to be needed. (d) Confer with school board as to changes.
8. Demonstration teaching.	(a) Definite schedule for each room at stated intervals. (b) Special work where needed. (c) Have expert teachers do this occasionally. (d) Arrange for poor teachers to visit rooms where expert teaching is being done.
9. Securing of devices, books, materials, maps, etc., which are needed.	(a) Have budget allowance to cover the cost. (b) Get permission from board to buy as needed. (c) Teachers to requisition supplies in advance. (d) Provide space for storage of material, cataloged.
10. Disseminating best professional thought and literature among the teachers.	(a) Place the leading educational magazines in the office for the teachers to read. (b) Assign parts to teachers for study and report at faculty meetings. (c) Encourage all to read, individually. (d) Have outside people address the faculty.
11. Holding faculty meetings for discussion of instructional problems.	(a) Faculty meetings at regular intervals. (b) Definite program for each meeting to effect a dynamic coordination with problems of instruction. (c) Put teachers on the program frequently.
12. Perfecting suitable building arrangements for efficiency of instruction.	(a) Study the best literature in the field on the subject. (b) Make minor alterations, if possible and necessary. (c) Appoint a committee of teachers to collect ideas from the faculty as to needed changes. (d) Confer with the school board as to the advisability and possibility of making changes.
13. Delegating work to other teachers, building up an informal system of supervision under him.	(a) Start with minor matters. Have teachers gradually take on added responsibilities, outside of the regular program. (b) Make each teacher responsible for some one item in the building, and be an expert in that duty.



# Let the Architect Beware!

By a School Architect.

(Concluded from February)

## PART IV

We have followed our architect friend Allen through his painful adventures with the pusillanimous school board, the impossible contractor (whose name was Clay) and his crafty backers, the Knott & Sapp Lumber Co., to the point where the polite Mr. Sapp took over the mangled and interminably mismanaged school job, with fine promises of cooperation and completion.

Now Mr. Sapp, for all his politeness, did not leave Allen long in doubt as to Knott & Sapp's real intentions. Their promises did not mean much. Their "strictly business" motives were unmixed with patriotism or local pride. They were backing the contractor not only to "keep the job in town," but to keep the profit with Knott & Sapp; and their only interest was to get their money out of it if they could. In fact, they had taken the job over, not to please anyone else, but to keep Clay from wasting any more money and depleting the balance due on the contract. And they proposed to waste no money on it themselves, or spend a cent on it that could possibly be saved, regardless of the obligations of the contract. Accordingly, they had some of the minor defects corrected, which made a good impression on the board, and then claimed that Allen's demands as to the other defects were unreasonable, and declared they were through. Another deadlock and more delay promptly ensued; for which the board again felt that Allen was to blame. Allen besought the board to refer the questions in dispute to some responsible and impartial builders, or to informal arbitration, but both courses were distasteful to the board, which wanted at all costs to avoid the appearance of a fuss. So the matter stood, and work dragged along, and completion seemed about as far off as ever.

As may be imagined, these happenings covered a considerable period. School terms and vacations had come and gone until it was now nearly a year after the time when the building was to have been occupied. Knott & Sapp still stood pat in their refusal to correct a number of important defects and were trying to finish up, in a half-hearted way, in other directions. Allen was firm in his refusal to certify to the completion of the building until those defects had been corrected, which would tie up all payments indefinitely unless the board should discharge Allen or waive his acceptance. The board was not prepared to go so far as this, and yet was determined to get the school ready for use at the approaching session, as uncomfortable questions were being asked, and the board's reputation was about to be involved. Then it was that Allen secured a compromise which sufficiently hastened the completion of the building.

The building had a cement stucco finish on all the outside walls, the color of which had been very carefully selected and approved by Allen. The plasterer succeeded in matching this color for a large part of the work, but on the entire front had somehow got a finish that was distinctly different in shade and disagreeable in color. It was proposed to correct this by putting on a coat of waterproof cement, but on starting this operation it was found necessary to apply this additional coat over the entire job to make it match. This added considerably to the cost, but it also added value to the building, which was not contemplated by the contract. Allen suggested, therefore, that while the contractor was wholly responsible for this extra cost, the board might con-

strue some of this work as an extra order, provided he and his agents would agree forthwith to repair all the other defects which remained under dispute. It was figured that this would make a "fifty-fifty" division of the extra costs. Both parties agreed to this arrangement, which was extremely liberal to the contractor, the deadlock was finally broken, and work proceeded very shortly toward the cleaning up of the defects and the completion of the job. It did not take long after that for the board to see the difference between good work and bad, and to realize what the contractor and his backers had been trying to put over. Some of the members of the board even saw and appreciated the saving improvement to the design. At any rate, the school, as it finally emerged, was quickly recognized by the public as a credit to Allen and a great asset to the town.

Only one other untoward circumstance was added to plague Allen, before the building was finally complete. When the correction of defects was at last seriously undertaken, still other work became involved in the process, and the habit of delay was so strong that, when the school term was about to begin, the work was still in no condition for acceptance. The right of the board to occupy the school before acceptance was not clear under the contract (as it should always be), and the contractor and his backers strenuously denied any such right. They wanted to force an acceptance by this means, and the board was willing, but Allen was not. As usual, a compromise was reached, by which the acceptance was given subject to a supplemental agreement covering the various odds and ends of work that remained to be done. This, at any rate, had the merit of expediting the final settlement, and it also hastened Allen's final differences with the school board. There had been much to regret, many lessons learned, and much to improve upon by further trial; but after seeing the last of Clay, Knott and Sapp, Allen was still to face a further ordeal in the settlement of his own account with the board.

When the work was finally in process of completion it had taken over eighteen months instead of five to build the school, and Allen's entire work for the board had extended over a period of four years. Instead of recouping his earlier losses, as he had hoped to do, he had suffered more and more needless expense until his total loss had been almost ruinous. The school job had been feeding upon the profits of his other office jobs. He had, in effect, given his own time gratis for the four years, and, in addition, had contributed to the public welfare a large sum in cash, the deficit shown by deducting the total commissions from the actual cash costs of the job to his office. But he had kept faith with his own ideals, and although saddened by experience and depleted in resources as he went along, he had not dreamed of relaxing his efforts or his care in face of the extraordinary obstacles placed in his way. To the end he performed his full duty to his profession and to his employers.

As soon as final settlement had been made with the contractor's agents, and various extra costs had been ascertained and approved, Allen was ready to render his own final bill to the board. Now the board had been exceedingly generous to Clay, Knott and Sapp, as we have seen, and Allen hoped they would deal liberally with him to such an extent as was within their legal power. He did not want the board to pay for anything he had not done, as they had paid Knott & Sapp, but he did feel justified

under the circumstances in asking payment for all that he had been required to do. And he hoped, that in view of his severe losses, the board would reconsider his claim for preliminary plans for the large school building which had originally been contemplated. So he acquainted the board with the facts, and submitted bills containing these charges:

First, a charge for preliminary work for the large building first contemplated, because the board had agreed to execute a formal contract with him for this work when bonds were voted, and to call a bond election as soon as this preliminary work was finished, and then had failed to call the election.

Second, a charge for the balance of the percentage fee under his written contract.

Third, a charge of the usual percentage upon certain extra items not included in the contractor's agreement, such as window shades, blinds, grading, and so on.

Fourth, a charge for extra labor and expense incurred by delays caused by the insolvency of the contractor.

The board, however, seemed to be quite displeased at most of these charges, and it was plain that Allen had no such influence with them as had Knott and Sapp. The board did not revert to its former arguments against Allen's first claim, but merely wrote him formally that it refused to consider payment for any work which ante-dated his written contract. That gave Allen an opening to explain why this old claim should be considered, on the reasonable ground that work ordered by the board, done in good faith, should be paid for, whether or not it was covered by a written contract. He explained the ethical bearings of this matter tactfully and with some care.

But the board appeared to be insensible to the moral point involved. The lady member, in fact, blamed Allen for having spent so much time on that old preliminary work, anyway, although she had not been a member of the board when it was done. For, she said, there were five or six little automobiles in the perspective view that it hadn't been necessary to draw at all! Allen's attorney, who had been drawn in by this time, advised him that he was legally as well as morally right in regard to the claim. But presently four whole years had passed since Allen and the old board had exchanged letters covering their agreement, the statute of limitations had run, and Allen was, thenceforth, prevented from bringing legal pressure upon the board, whether he cared to do so or not.

Allen's second charge, for the balance of the percentage fee on the contract cost, the board was willing to pay.

For most of the third charge, however, they professed to see no proper ground, simply because the items upon which the percentage was charged were not included in the builder's contract. Allen, of course, had shown all the work involved upon his plans, and much of it—shades, blinds, and so on—had been specially devised for this building. He had also spent personal time upon it out of all proportion to its cost or to his compensation, and at the request of the board. This curious inconsistency regarding payment of fees on extra work is not confined to school boards. There are still building owners here and there who will take whole days of an architect's time and skill in selecting hardware or electric fixtures, and then do not care to pay an architect's commission upon these items just because they are not part of the general contract. In Allen's case the amounts were relatively small, but he



did not feel like losing his just compensation, especially as his written contract appeared to be perfectly plain on the subject. The board, of course, had every access to the law and lawyers, and it seemed strange to Allen that such an unreasonable, unjustified and hostile view should be taken concerning the board's obligation under this contract. But there was worse to come. Some of these things were "coming" to Allen, anyway; for he was too gentle in his dealings with all concerned. It is better far, to make a fuss, and a big one if necessary, and get the air cleared and know where you stand. Do not allow tampering with your form of contract! It is imperative to be firm, disastrous to make concessions. And as we have seen and shall see again, it is foolish to look for nice moralists in business, or with a school board.

#### PART V

It was reserved for Allen's final charge, in connection with his services for the new school building, to bring out the highly technical attitude which the school board now took toward his claims. The clause appearing in the original contract, which the board had agreed to execute, was the familiar one from the standard agreement of the American Institute of Architects: "If the architect shall be put to extra labor and expense by delays caused by the insolvency of the owner or a contractor, or as a result of damage by fire... then the architect shall be equitably paid for such extra services and expenses."

As I said near the beginning, the board had caused Allen to cut out that word "delinquency," because it didn't look nice in connection with the board. That now left Allen in a rather unfortunate position; for Clay, the contractor, had been notoriously delinquent—Allen, himself, had been compelled to formally certify to that—but he could make no claim for the extra labor and expenses he had been put to thereby. However, everybody knew that Clay had been in financial difficulties, and Allen referred the question to his attorneys as to whether Clay had been insolvent, in which case he could still claim proper compensation for the extra work and expense caused by the long delays while Clay and his subcontractors were waiting for money. It seemed that the board should lend a not too unsympathetic ear to such a claim, if legal, especially since the board, itself, in refusing to discharge Clay and hire another contractor, had been directly responsible for a large part of the delay. I should have said that the business men of the board, when this claim based upon Clay's probable insolvency was brought forward, scouted the idea and said that Clay had not been insolvent, unless he had been bankrupt, and this had certainly not been the case.

Allen's attorney looked up a lot of cases, as lawyers do, and reported that under a number of decisions a man was insolvent if he was unable to pay his obligations as they became due, which certainly appeared to have been the case with Clay. Bankruptcy had nothing to do with the matter. The school board, however, rejoined that Clay had probably been able to pay his bills, but that he might have used, or misused, the money for other purposes, and, therefore, had not really been insolvent. Then Allen's attorney again went to the bat and found that judicial decisions supported the view that even the failure of Clay to pay his bills as they became due, regardless of the reason or motive of such failure, constituted insolvency under Allen's contract. In other words, the courts recognized that the purpose of this clause in Allen's agreement was to protect him from the effects of the insolvency of either party to the building contract, regardless of what its cause might be, or whether the insolvency had been real or fraudulent. The board,

therefore, was both morally and legally justified in recognizing Allen's claim for such extra labor and expense as the delays owing to the contractor's insolvency had caused. And with a contract which was to have taken five months to complete, and actually took more than eighteen, there had certainly been extra labor and expense imposed upon Allen, and there was ample ground for the belief that insolvency had been the chief cause of delay.

But the board was not willing to adopt this view, or accept any of the arguments leading up to it. They were somewhat irritated by this time, and declined to discuss the matter further with Allen or with his attorney, who was well known as a very level-headed, fair-minded man. They claimed that further discussion was useless, as it probably would have been. For they, too, had doubtless been guided by their attorney, whose duty it was conceived to be (as is usual among lawyers) to defend his client's pocket without undue reference to what was really right or wrong. The only course left open to Allen, accordingly, short of bringing suit against the board, was to resort to arbitration.

Now the well-known clause regarding arbitration was embodied in Allen's contract with the board, and Allen was very glad that the question at issue could be settled that way. He had arbitrated a question of fees some years before, and the process had been quite decent and friendly on both sides, leaving no ill feeling. He expressed the hope that this arbitration might be conducted in the same spirit, with the single purpose of ascertaining the facts, without prejudice to either party. The board, however, proceeded to appoint a lawyer as its arbitrator, and Allen was compelled in self-defense to do the same. Thus, while the third arbitrator chosen by the two was a builder more or less familiar with architectural practice, the greater weight of the arbitration was given over to men who were able to deal expertly with the technical aspects of Allen's claims, but who were quite unable to judge of the hardships he had been through. Then the conduct of the arbitration by the board gave Allen another surprise. This was to be no Sunday-school affair, or one marked by any sign of friendliness or consideration—the board was out to win. The arbitration, in fact, turned out to be merely a lawsuit of an informal and unregulated kind. And being managed by lawyers, who were independent of a court and could manage their own continuances and postponements, it was stretched out interminably as well.

Inasmuch as the board denied everything that Allen asserted, and with at least equal positiveness, Allen had a busy time collecting legal evidence of Clay's insolvency and a few other matters in dispute. Now the people who knew most on this point of Clay's insolvency were Clay's own backers, Knott & Sapp; but these men had no love for Allen, while they were decidedly obligated to the school board. So Allen, still with a shadow of faith in the board's fair intentions, wrote a request for this information to Knott & Sapp, to be given without prejudice to either the school board or himself, and sent it to the board to be forwarded with their concurrence. But the board frankly refused to concur in this request for information, for fear that it might prove favorable to Allen. It was plain that the single object of the board was to win, and that they had no concern whatever for the square deal. This was shown again and again in careless misstatements and misrepresentations concerning other matters, whether related to the claims under discussion or not, which the board made in its briefs and replies to the arbitrators. However, Allen had no great difficulty in

proving that Clay had actually been insolvent, in the sense intended by his contract with the board, and the arbitrators accepted his view. He was able, also, to obtain legal proof that some of the delay was due to this insolvency, and that he was put to extra labor and expense by reason of this delay. And while such direct legal evidence was somewhat limited and not easy to produce, there was, it seemed to Allen, plenty of indirect evidence from which the facts supporting his claims could quite reasonably be inferred. But what would have been readily seen and understood by arbitrators familiar with architecture and building was naturally viewed in a more technical and less reasonable light by the lawyer-arbitrators, and their award, while vindicating Allen in principle, was very disappointing so far as reimbursement was concerned.

Allen's adventure in arbitration, therefore, was not such as to recommend this process of settling a difference of opinion over fees. It was less expensive than a suit at law, but quite as effective, in his case, in promoting ill feeling. It was about as lengthy, although this was doubtless due to the arbitrator-lawyers. Due to them, also, it was almost as narrow and technical in its view of evidence. It resulted in a compromise which was probably as unsatisfactory to the board as it was to Allen, because arbitrators, after all, are human beings and are usually too lazy to go deeply into the questions at issue or too obstinate and partial to give up their preconceived notions concerning them. And the compromise that a board of arbitration will make is just about the sort of compromise that the principals themselves can and should make without their aid if they are only willing to get together and try. However, as I remarked before, hindsight is so much easier than foresight, and rare is the man who will learn and profit by another's experience.

Long as this tale of the unfortunate Allen has proved to be, it would lack a fitting conclusion without some attempt to appraise through it the psychology of some of the school boards with which architects deal. The subject would be an interesting one for a real psychologist, which I am not, and as an architect I can only give the sense of my own observations and reactions. In the beginning I paid tribute to the excellence of the members of Allen's school board as individuals—to their measure of self-sacrifice, patriotic purpose, personal reputation, education, social charm—and yet hinted that, as a board, they would not exhibit the same attractions. Allen, at least, found that this was so. What, then, is the reason for the difference? If architects and business men can understand it, they will be better prepared to deal with this type of school board, and also most other kinds of boards. If there are some who would question the fact of this difference, let them ask the men who know.

I think the key to this question lies in the single word *responsibility*. The individual member of the school board is, of course, a trustee for the educational interests of the people he is elected to represent, and he is responsible to them for the efficient use of their funds. He is no less responsible to those whose services the people employ—teachers, architects, and all—for reasonable compensation and fair dealing. Occasionally, as in Allen's case, these two kinds of responsibility will seem to conflict. In this event, the board member will be very careful, indeed, to meet his responsibility to the school district; for his power to spend money is strictly limited by law, and his responsibility to an architect or to any other individual as an employee will surely take second place. If he is morally sensitive, as one

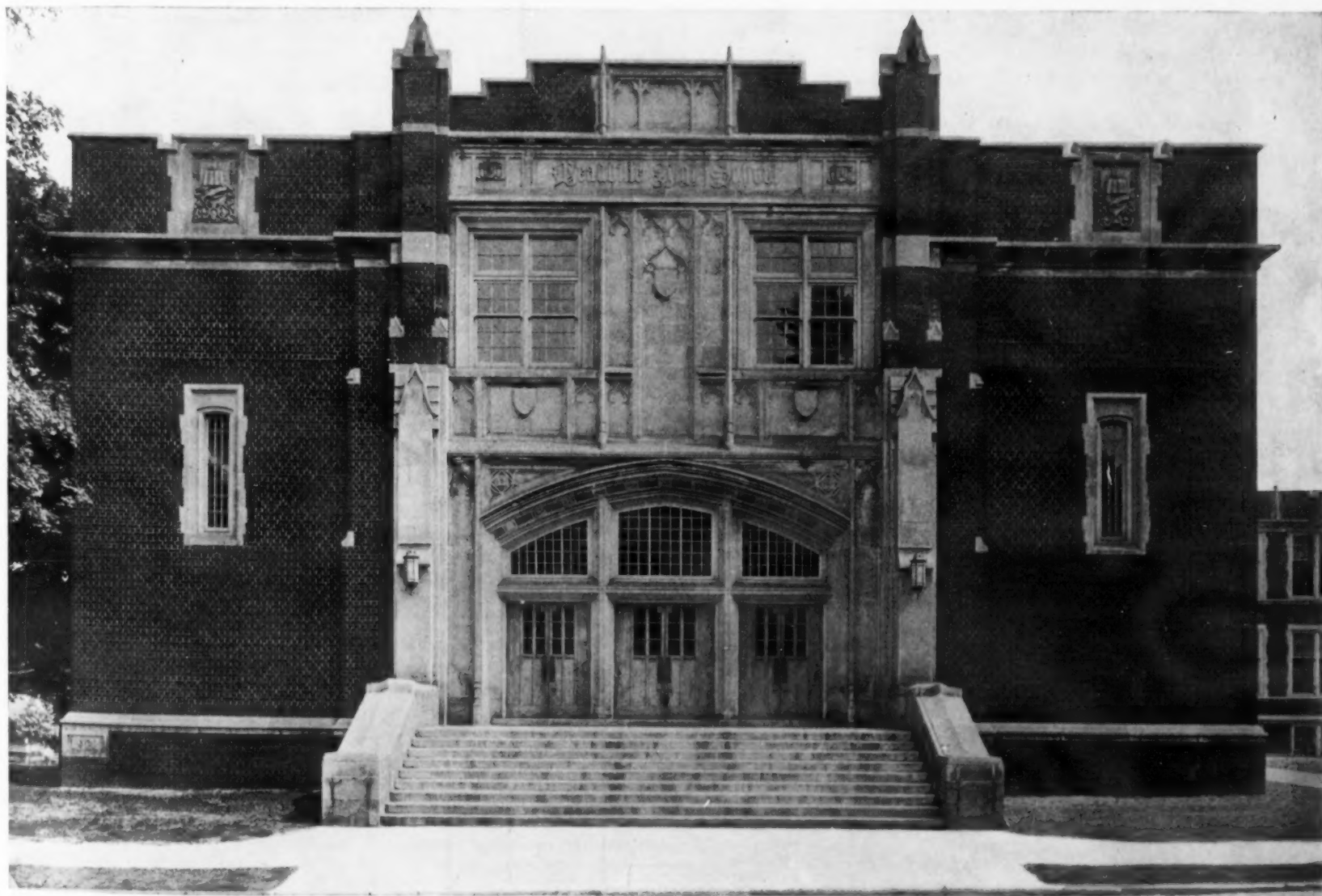
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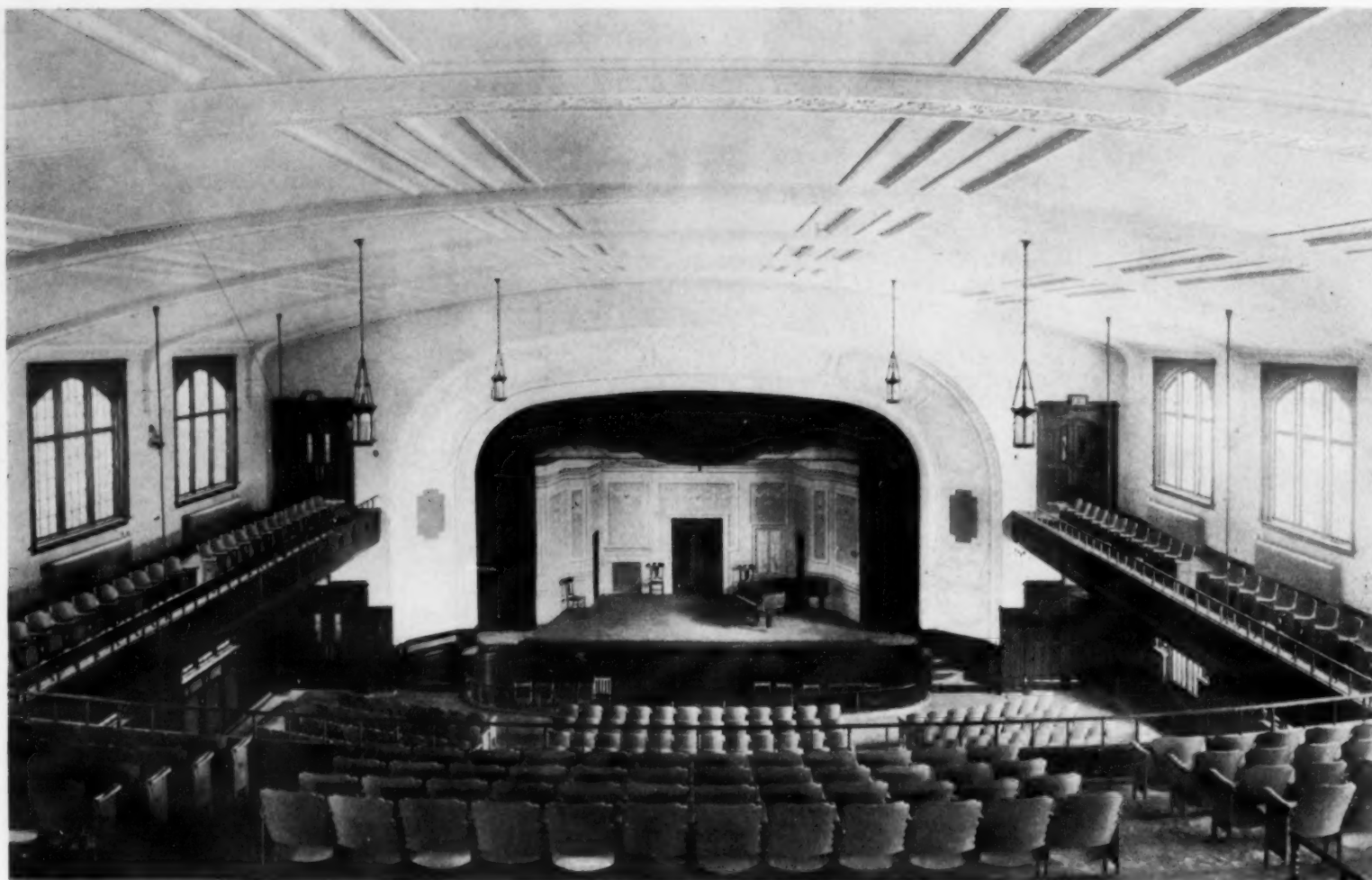
MAIN ENTRANCE, MEADVILLE HIGH SCHOOL,  
MEADVILLE, PA.

W. G. Eckles Company, Architects,  
New Castle, Pa.



ENTRANCE DETAIL, MEADVILLE HIGH SCHOOL,  
MEADVILLE, PA.

W. G. Eckles Company, Architects,  
New Castle, Pa.



AUDITORIUM, MEADVILLE HIGH SCHOOL,  
MEADVILLE, PA.

#### THE MEADVILLE HIGH SCHOOL

The new high school building at Meadville, Pa., serves an industrial community. Especial consideration has been given in the locating of the auditorium and gymnasium to make them accessible when the school is not in session.

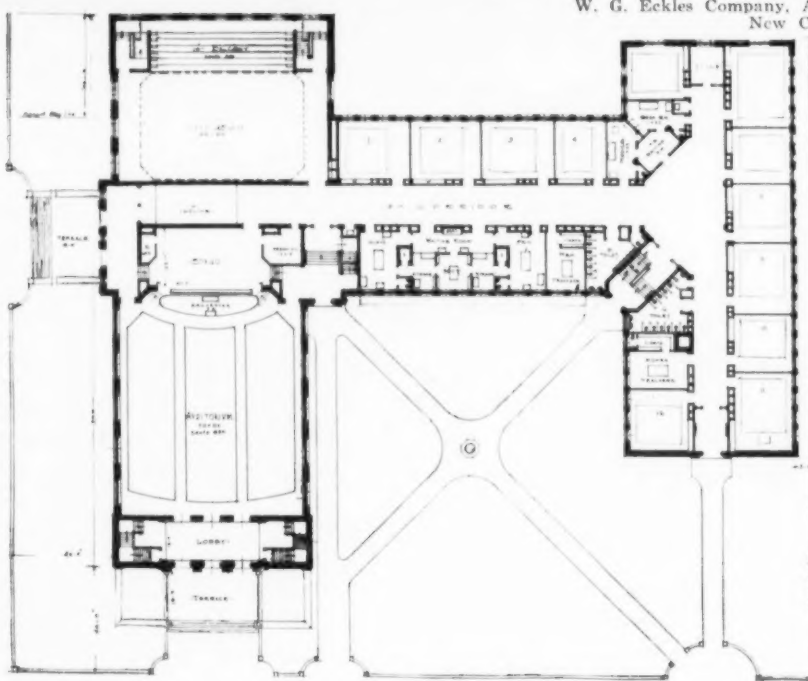
The ground floor of the building contains space for the heating and ventilating apparatus for the manual training and household-arts department, and for mechanical drawing. The locker rooms and showers are in the basement immediately below the gymnasium, and are arranged with independent outdoor entrances.

The first floor has three entrances which admit to the school proper and one entrance to the auditorium. There are on this floor twelve classrooms, separate rooms for the men and women teachers, toilets, rooms for medical inspection, and a suite of rooms for the board of education, the superintendent of schools, and the secretary of the board of education.

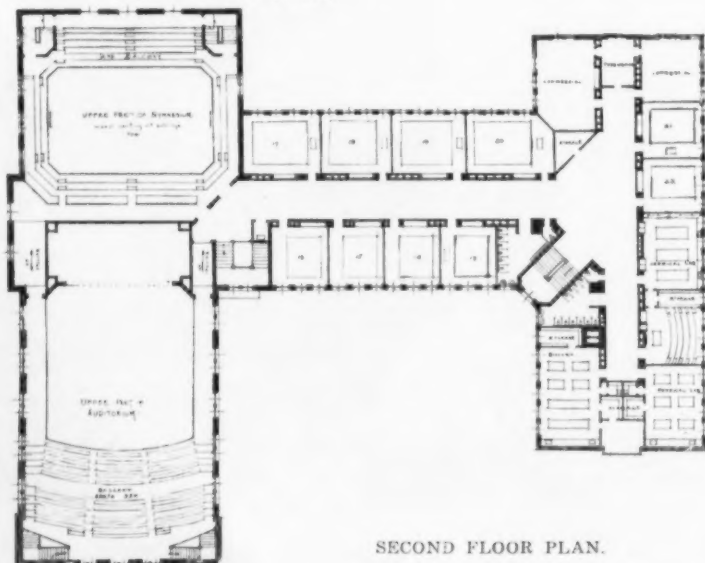
On the second floor there are ten classrooms, four rooms for the commercial department,

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W. G. Eckles Company, Architects,  
New Castle, Pa.

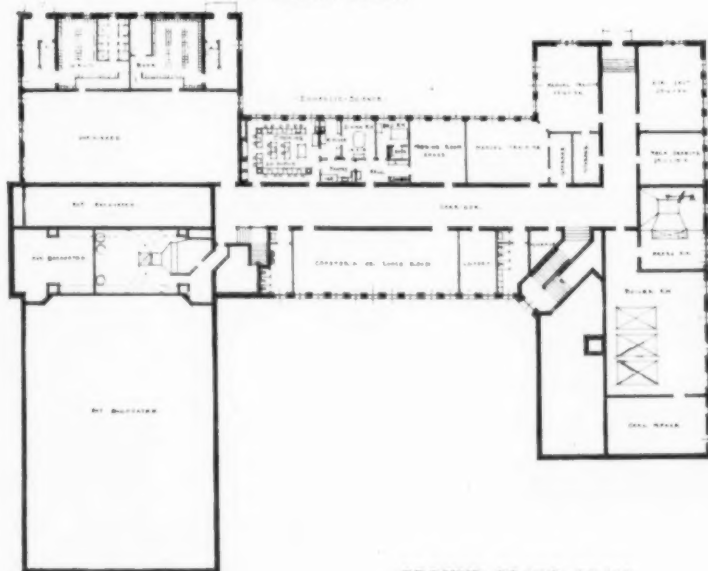


FIRST FLOOR PLAN.



SECOND FLOOR PLAN.

HIGH SCHOOL, MEADVILLE, PA. W. G. Eckles Co., Architects.



GROUND FLOOR PLAN.



## The Mess Hall of the New Trier Township High School

Dwight H. Perkins, F. A. I. A., Chicago.

An influence of important educational and social value has been created by the development in recent years of the high school lunch period. The tin lunch box with its cold contents carefully packed by mother, and possibly reinforced with a bowl of hot soup, has been largely done away with in the great high schools where food is mechanically prepared and served to almost the entire student body. The old type of crowded, uninviting basement lunchroom, with its noise and confusion, is being replaced by dining halls which rival in beauty and order the Commons of the great colleges.

New Trier Township High School at Indian Hill Station, Illinois, is one of those large and prominent institutions for secondary education in the populous and rapidly growing suburbs of Chicago, outside of the city but within Cook County.

Since its founding about 25 years ago it has witnessed a phenomenal growth of population and wealth in the district which it serves. This district borders on Lake Michigan and comprises the villages of Wilmette, Kenilworth, Winnetka, and Glencoe, an area about six miles long and a mile and a half wide. The high school is near its geographical center, and its present total attendance is about 1,400.

The group of buildings housing it has been, since the small beginning in 1901, enlarged and

expanded from time to time as demands for greater space became imperative. The lunchroom accommodations have grown from an improvised basement corridor, first to an inviting mess hall for 300 with lunch counter and a small gallery for the faculty contained therein, and then to the present spacious dining halls seating a thousand pupils and a hundred and twenty in the faculty dining room, with well organized provisions for cooking and serving food for that number.

The facts that a large proportion of the pupils live too far from the school to go home for lunch, and that the degree of economy which still demands the lunch box is not general among the families of New Trier Township, are largely responsible for the unusual development of the mess hall system as found in this institution. One thousand of the 1,400 pupils buy and eat their luncheon regularly, which makes it possible to maintain a fully organized and economical service for the purpose.

The mess halls are on the ground floor level and immediately adjoin and are connected with the school auditorium. The interiors of all of these rooms are of brick of a decorative character. The serving room is self-contained and can be closed off from the mess halls by rolling partitions in the eight large openings, making the rooms suitable for dances and other social uses. In the serving room are four independent

food serving tables, each having a capacity of 250 in twenty minutes. The pupils approach the serving room down the center aisle of the combined halls and then divide into four lines passing the serving tables in the usual cafeteria system and pass to the dining tables without confusion or crossing of lines of travel.

The kitchen is north of the serving room and adjoining the walled service court. Both the kitchen and serving room have walls of white enameled brick and floors of white tile.

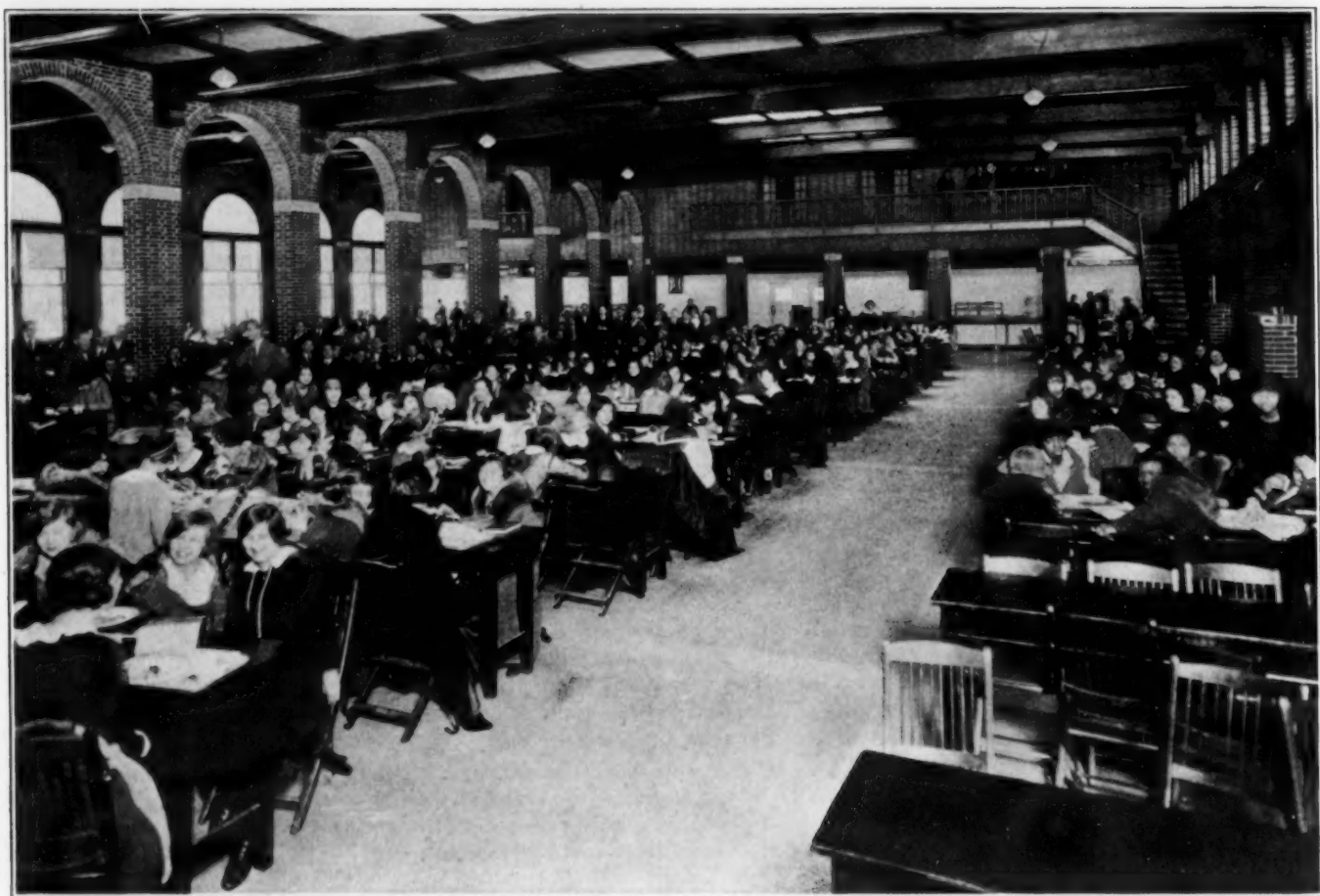
The faculty dining room is above the serving room and opens onto balconies overlooking the students' mess halls. A separate cafeteria service is provided for it with electric dumb waiter connections to the main kitchen and a smaller kitchen for independent use on occasions. A separate bakery, a refrigerator room, and a food supply room adjoin the kitchen. Large store rooms served by a freight elevator are in the basement. Mechanical refrigeration is employed exclusively.

The community aspect of the whole plan is apparent from a study of the drawings. The entire auditorium can be filled and after entertainment there the whole assembly can be fed. After the meal is over, the rolling shutters can be lowered, excluding the serving room with its noise. In the same manner, daytime use of the lunchroom for other purposes is made possible by shutting off the serving room.

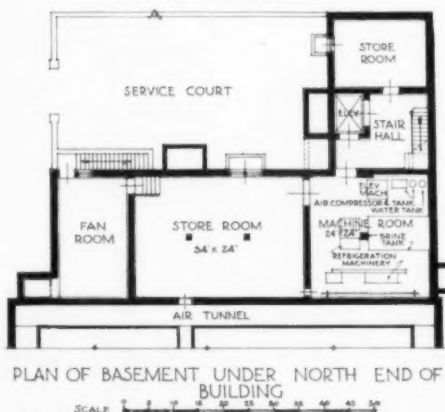
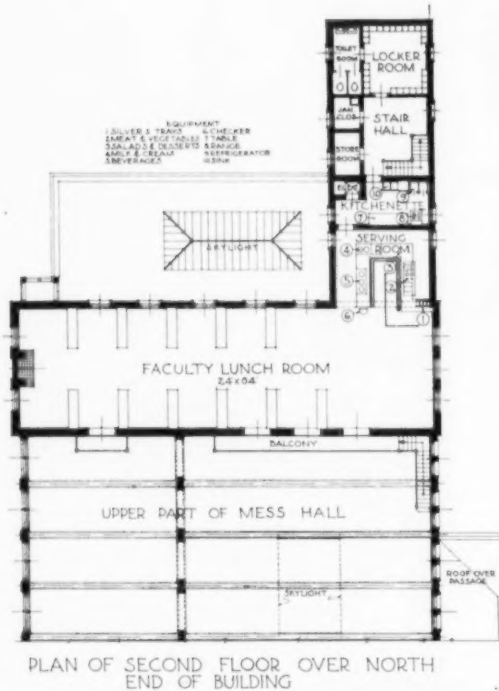
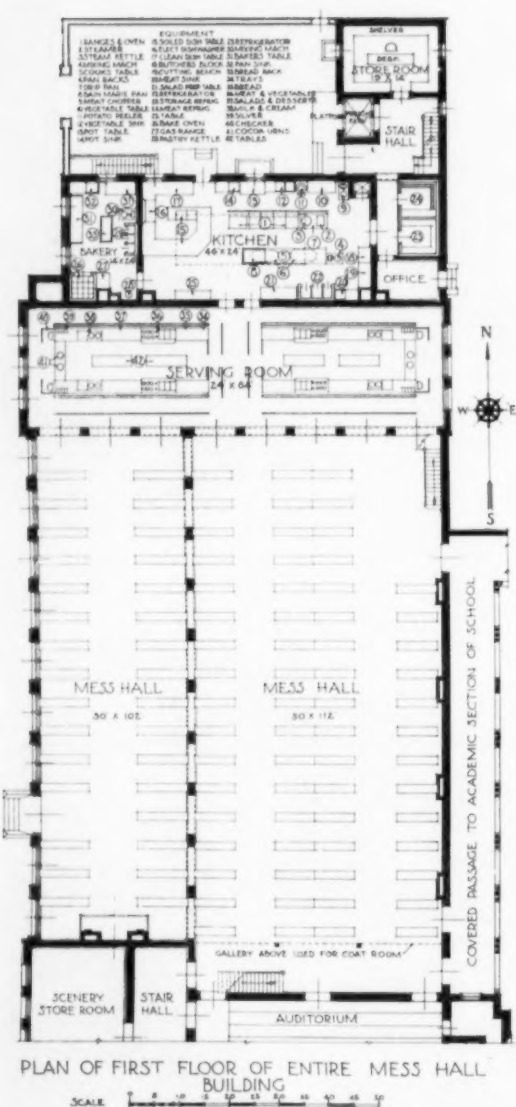
For a smaller gathering the west section of the dining room may be large enough for eating purposes and the eastern part may be used as a dance hall, with the same arrangement for separating the service portions.



Top Left, Instructors' Room; Top Right, Boys' Section; Bottom Left, Serving Counter; Bottom Right, Kitchen.  
NEW TRIER MESS HALL, NEW TRIER TOWNSHIP HIGH SCHOOL, KENILWORTH, ILLINOIS. Perkins, Fellows & Hamilton, Architects, Chicago, Illinois.



NEW TRIER MESS HALL, HIGH SCHOOL, KENILWORTH, ILL. Perkins, Fellows & Hamilton, Architects, Chicago, Ill.



NEW TRIER MESS HALL  
NEW TRIER HIGH SCHOOL - KENILWORTH ILLINOIS  
PERKINS, FELLOWS AND HAMILTON - ARCHITECTS

The Chicago, North Shore and Milwaukee Railway, with knowledge of all buildings along their right of way, chose the mess hall, or lunch-room, of the New Trier High School for a Christmas celebration for all their employees. It is the only combination anywhere in their territory of an auditorium to seat one thousand people, of dining space for the same number and of a kitchen equipped to prepare and serve an elaborate dinner for all of these employees.

The structure is fireproof. There is a basement only under the service department and the floors are concrete with terrazzo finish.

A sign gives notice as one approaches the serving room of a standard meal for 35 cents. It consists of baked lima beans, baked potato, lettuce salad, bread and butter, milk and a baked apple.

If that does not tempt one, he finds upon the serving table all of the usual viands and the following special foods are listed upon the wall:

Cream asparagus soup.....	.06
Meat pie .....	.15
Baked lima beans.....	.10
Mashed potato .....	.06
Buttered beets .....	.06
Scalloped corn .....	.06
Salad .....	.10
Apricot roll.....	.08
Figs .....	.06

These are all prepared and placed ready for immediate service at one of the four 32-foot tables.

Reference to the plan will give the items cared for in each service table. The dishes are all stored here after washing, and the knives, forks and spoons are placed in their trays at the further end so that one takes only the article he needs after having chosen his food.

The high school board has built the building and furnishes heat and light to it, but the operation is in all other respects self-sustaining.

Entering the kitchen one is impressed by the appearance of order, of definite plan of all that precedes and follows the feeding of the one thousand ravenous children in two groups or periods, as well as the faculty in their separate dining room.

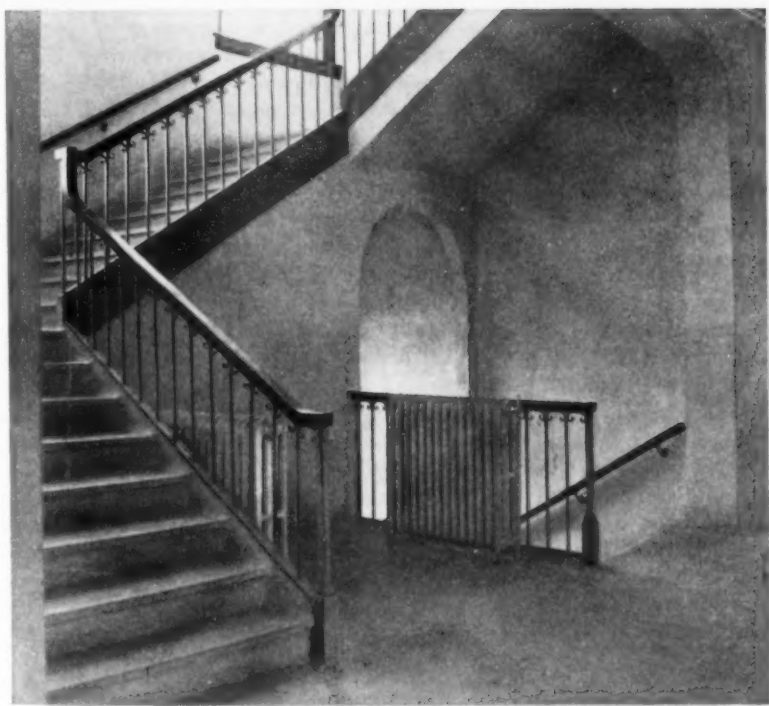
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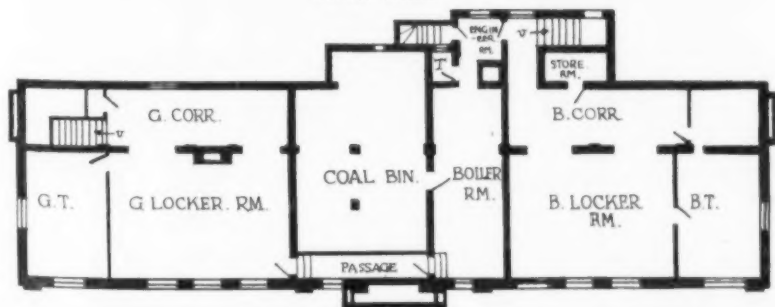


HARRODSBURG HIGH SCHOOL,  
HARRODSBURG, KY.

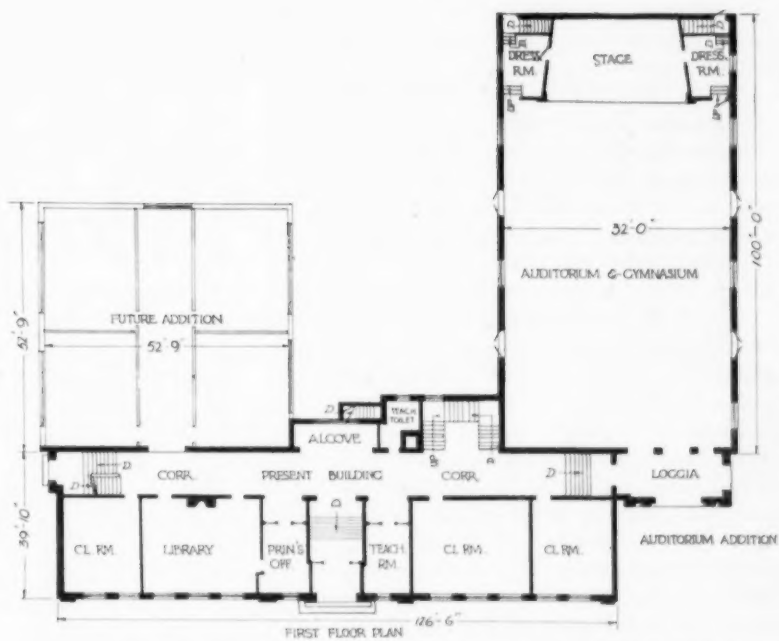
Nevin, Wischmeyer & Morgan, Architects,  
Louisville, Ky.



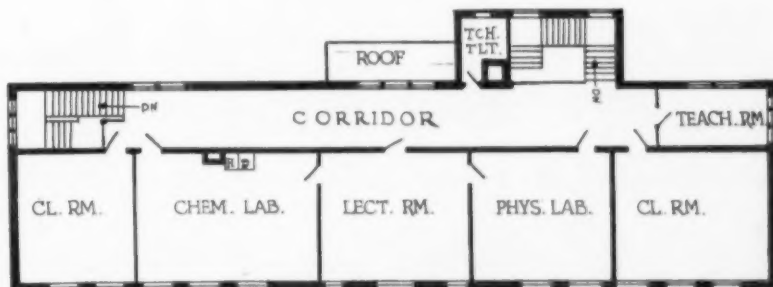
STAIR CASE.



BASEMENT FLOOR PLAN  
HIGH SCHOOL, HARRODSBURG, KY.  
Nevin, Wischmeyer & Morgan, Architects, Louisville, Ky.



PROPOSED PLAN FOR EXPANSION WITH AN AUDITORIUM AND A CLASSROOM WING.



SECOND FLOOR PLAN  
HIGH SCHOOL, HARRODSBURG, KY.  
Nevin, Wischmeyer & Morgan, Architects, Louisville, Ky.

#### HARRODSBURG HIGH SCHOOL

The high school at Harrodsburg, Kentucky, was occupied in January, 1924. The building has been much admired for its dignity and sim-

plicity of design, and for the high standard of arrangement and adaptability to local educational needs. The building is located on a site of thirty acres, which was purchased by the school district at a cost of \$20,000. The build-

ing proper cost \$70,000. It is arranged to be enlarged by the addition of an auditorium and gymnasium and a group of classrooms. The architects are Nevin-Wischmeyer & Morgan, Louisville, Kentucky.

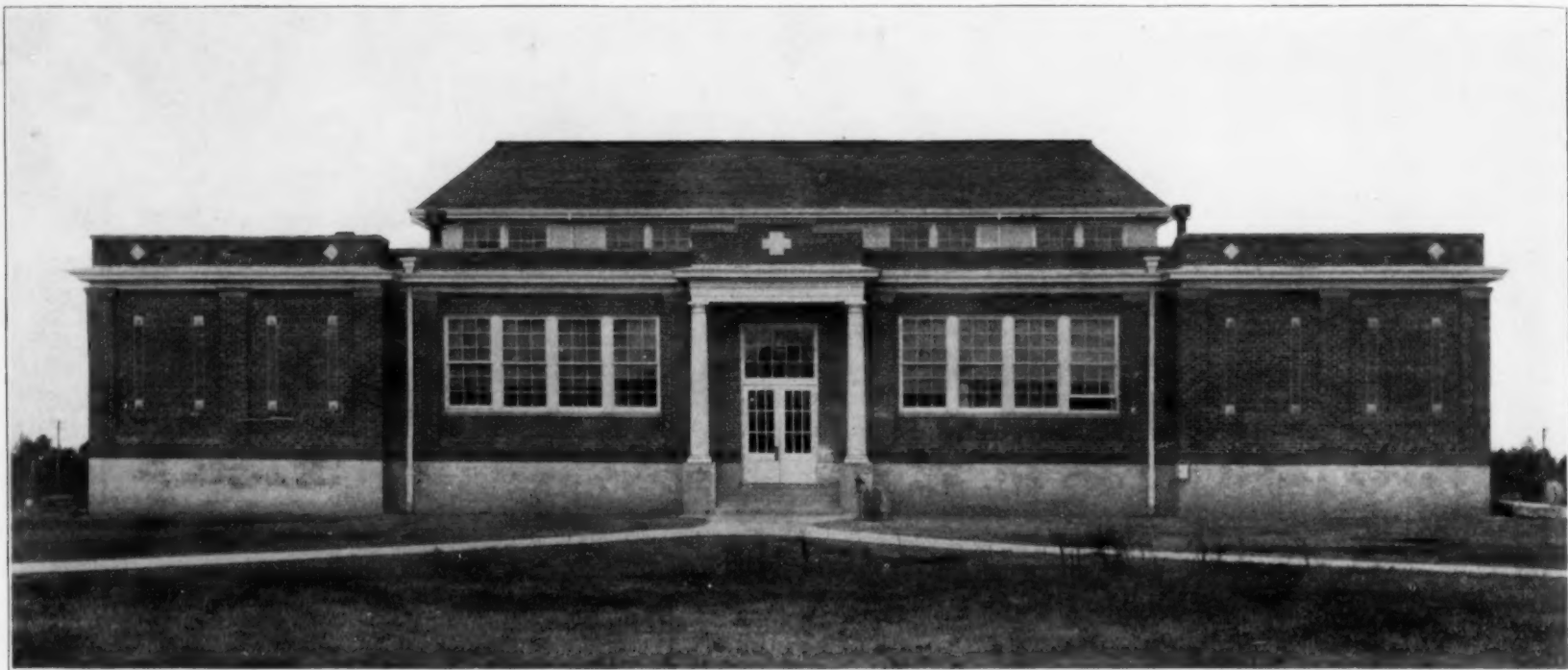


FIG. 6. A SEVEN ROOM RURAL SCHOOL BUILDING NEAR SUFFOLK, VA.

Plans by the State Department of Education.

## How the Virginia State Department of Education is Improving School Building Architecture

Raymond V. Long, State Supervisor of School Buildings, Richmond, Va.

Several years ago it became necessary for the Virginia State Board of Education to set up a systematic method of approving plans for school buildings; but particularly with reference to plans for buildings on which applications for loans from the State Literary Fund were filed with the state board, it became necessary to study such plans carefully from the standpoint of construction, design and layout. Consequently, State Superintendent Harris Hart charged the writer with definite responsibility for examining all such plans and making definite recommendations to the state board concerning approval of such plans.

Coincident with this, Superintendent Hart, early in 1919, requested that steps be taken by way of preparing several types of more or less standard plans for the rural, consolidated and small town districts.

This request was made due to the following conditions and reasons:

First, many plans were submitted to the state board for approval prepared by local builders and contractors, bad in design and construction, inadequate and unsuitable for a well planned school building. Also in many cases hurried sketches were prepared by architects who were requested by boards to prepare some such plans at a minimum cost, and in many cases gratis, without due thought and planning being given such plans.

Second, it is exceedingly difficult to get many communities to appreciate the wisdom of employing well qualified architects who have made a careful study of school planning to prepare plans and supervise construction.

Third, it was felt that a much more satisfactory type of school plan could be developed, and by more or less standardizing such plans they could be generally used, and the construction supervised in a general way by the state department, which procedure would result generally in a better standard of school buildings over the state.

Fourth, it was thought that the state could more effectively and efficiently conduct such a program, than could private individuals, assuming that its activities be limited, so far as furnishing plans was concerned, to more or less rural communities.

Fifth, it was apparent that the state board could furnish such standard plans, with such minor modifications and general supervision as might be necessary to meet local conditions, at a very appreciable saving to the state in architects' fees.

Sixth, there are a number of activities in connection with the administration of schools in which such a department can effectively engage to effect a tremendous saving in school funds, such as standardizing on equipment, supplies, etc.

With these conditions and reasons in mind, the Division of School Buildings was organized, and began to actively function, in the fall of 1919. Various types of buildings and construction were analyzed, and, everything considered, the division felt satisfied that the one-story type of construction for the state of Virginia was most satisfactory. This general type was adopted by the state board and recommended as the standard type of plan, except for such communities where local conditions would make the adoption of such a type unwise, such as inability on the part of school boards to secure a reasonably large tract of land, practically

level, and not encroach upon the only available playground space. This condition happens not infrequently in certain mountainous and rolling sections in the western part of the state.

In the beginning of its program the Division of School Buildings set up in all of its plans the minimum requirements for school buildings as adopted by the state board and as set up in the school building code, with the exception of providing thirty cubic feet of air per minute per pupil. In order to secure this it necessarily involved mechanical equipment, the installation of which the division felt was unwise for small town and rural communities, where the type of janitor service available is not such as to promise reasonable care and attention to such mechanical equipment. The state board, therefore, approved, substituting for such mechanical equipment, a steam heating plant which would provide under normal conditions ventilation averaging from four to six air changes per hour.

There were many difficulties encountered in working out a system of ventilation which would develop a satisfactory heating and ventilating system under normal conditions. After many tests and modifications, the division, with the approval of the state board, approved the installation of steam heating systems along the following lines:

Provision for adequate radiation to care for two air changes per hour at zero. One hundred per cent excess capacity boiler. Radiators located beneath the windows. A glazed deflector sixteen inches high at each window, thus providing for adequate intake of fresh air by using the windows. A wardrobe is provided for each classroom and recitation room. The doors to such wardrobes are hung six inches from the floor, and in the ceiling of the wardrobes an opening is provided, thence a ventilating duct to an approved ventilator on the roof. Under the opening in the ceiling of the wardrobe a steam coil is placed to aid in inducing the vitiated air off the floor line.

Through a series of tests it has been found that this system will work satisfactorily with the exception that there is likely to be at times more ventilation than is necessary, and, in case of a high wind, if the windows are opened

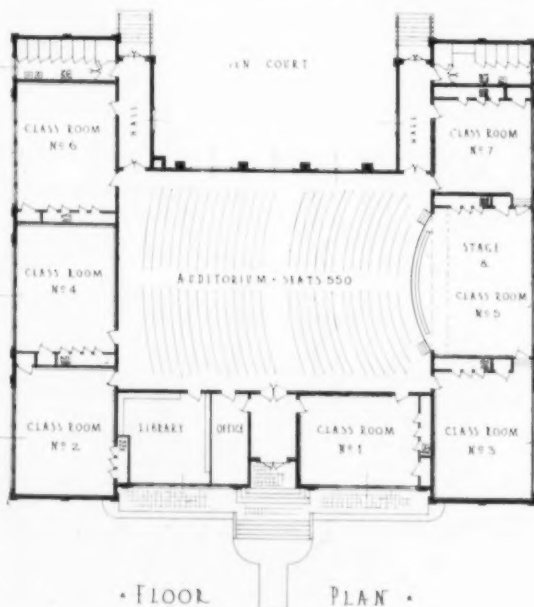


FIG. 7. FLOOR PLAN OF SEVEN-ROOM SCHOOL BUILDING.



there is likely to be an excessive air change. In order to overcome this, a vent control has been developed, which is an inexpensive device, placed over the opening in the wardrobe ceiling, which automatically controls the flow of air through this opening. The vent control is a simple device built up and balanced with aluminum blades, self-operating. While sufficient tests have not been made on this system as it has been worked out, to set up with any scientific definiteness its results, yet adequate tests have been made to assure that it works quite satisfactorily.

Starting with the minimum requirements in school building designs and layouts, the division has been constantly increasing these standards as fast as conditions permit, and has developed at the present time a type of building which is sound in construction, pleasing in appearance, and economical in administration, maintenance and first cost.

During the past year an analysis has been made of the costs of various types of buildings. Multiple story buildings were selected from different sections over the state, prepared by different architects, and, as far as was possible, buildings of about the same quality of construction were used through the whole comparison. By reference to the chart entitled *school building costs* it will be noted that there is a distinct saving in the floor space devoted to stairs and corridors in the one-story building as contrasted with the multiple story building, and a distinct increase in the floor space devoted to instruction in the one-story building as contrasted with the multiple story school building. By referring to the column graphs at the bottom of this chart, it will be noted that the average one-story building costs only about 71.5 the average cost of a multiple story building. It should be distinctly borne in mind that these costs are based on buildings of about the same quality of construction.

The division has available the following different types of plans: A one-room building, a two-room building, a three-room building, and a four-room building of frame, but all extensible. Likewise, it has a three and four-room building of brick. The division also has available brick building of four rooms to eight rooms, with and without assembly hall. All of the buildings are extensible to as many rooms as desired. For a few of the smaller towns where rather large consolidated schools are needed, the division has prepared a twenty-room one-story plan.

The state department of education is prepared to make studies of any county or district contemplating a school building program, and such procedure is always recommended and urged before any school program is launched. Where such surveys are not made prior to a school building program, the division invariably meets with the local school board and

## SCHOOL BUILDING COSTS

1921 - 1924

### DISTRIBUTION OF FLOOR AREA

N.E.A. CANDLE OF EFFICIENCY IN SCHOOL HOUSE PLANNING - COMMITTEE OF STANDARDIZATION		AVERAGE MULTIPLE STORY	AVERAGE ONE STORY
CLASSIFICATION	STANDARD		
WALLS & PARTITIONS, FLOORS	10% MAX.	9.19%	6.15%
STAIRS & CORRIDORS	5% MAX.	6.28%	3.12%
ACCESSORIES - CLOSETS, STORE ROOMS	20% MAX.	17.90%	1.56%
INSTRUCTION - CLASS ROOMS, LABORATORY, LIBRARY, STAGE, GYM, HALL	1% MAX.	0.94%	1.55%
ADMINISTRATION - OFFICE, REST ROOM, TOILET, JANITRY, VENTILATION	50% MIN.	58.70%	14.02%
	10% MAX.	13.20%	10.20%

### COMPARATIVE COSTS OF ONE STORY & MULTIPLE STORY BUILDINGS SIMILAR IN QUALITY

MULTIPLE STORY - 1593¢ PER CU FT.	100.0%
ONE STORY - 1140¢ PER CU FT.	71.5%
MULTIPLE STORY - \$2.73 PER SQ. FT. TOTAL FLOOR AREA	100.0%
ONE STORY - \$2.65 PER SQ. FT. TOTAL FLOOR AREA	97.2%
MULTIPLE STORY - \$4.62 PER SQ. FT. INSTRUCTION FLOOR AREA	100.0%
ONE STORY - \$3.61 PER SQ. FT. INSTRUCTION FLOOR AREA	76.2%

FIG. 1. SCHOOL BUILDING COSTS IN VIRGINIA.

advises with them regarding the site, the size and type of building particularly suitable for that community, etc. This is a most important service. One serious danger with furnishing standard plans is that the communities may oftentimes not be fully advised as to the best site and best type of school building most satisfactory for that community. This is a service which the state department renders in connection with all school building programs where possible, and which is regarded as, perhaps, even more valuable than actually furnishing plans.

All plans, specifications, and bi-weekly inspections during the process of construction, are furnished gratis to school boards by the state board of education. For extra plans a charge is made to cover actual costs of blue prints and specifications.

In addition to this the state board of education has ruled that it cannot assume responsibility for complete supervision of the construction, and urges that local communities employ a superintendent to safeguard their own interests as well as the interests of all parties concerned, such superintendent to be approved by the division of school buildings, and to work in conjunction with the division.

The capital layout in buildings constructed from plans furnished by the division of school buildings approximates one million dollars each year. The saving to the state in architects' fees, plus the saving that has been rendered by adopting a standard type of plan, and consequently a less expensive building, as evidenced

by the chart in Figure 1, represents several times the total cost of operating the whole state department of public instruction; but a far more satisfactory result than a saving in dollars is the fact that the state is getting a better quality of building in many communities where no carefully prepared plans would have been used at all, and it is very gratifying to note that many communities are demanding a type of building from standard plans that would, in all probability, have been built from more or less haphazard plans, had no such service as the division of school buildings renders been available.

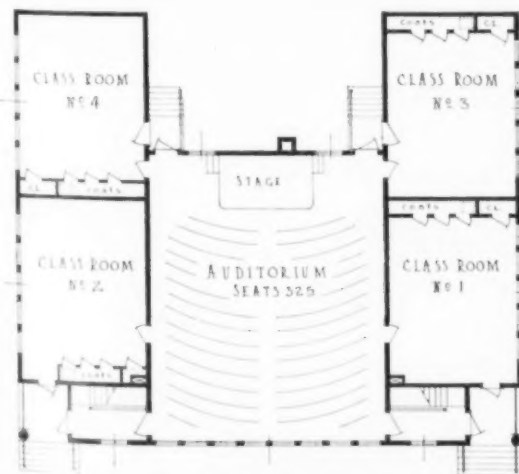
Figures 2 and 3 represent, respectively, the exterior and floor plan of a four-room building with assembly hall, and with provision for a central heating plant and toilets. This building is being constructed at an average cost of \$16,000 complete, including plumbing, heating, and electrical lighting.

Figures 4 and 5 represent, respectively, the exterior and floor plan of a five-room building with assembly hall. The room at the end of the assembly hall is elevated 2 feet six inches, which is used for classroom purposes with movable furniture, and which by means of a sliding partition is converted into a large stage for the few times each year when such stage space is needed. For all other assembly purposes the small platform is provided at the front of the stage. This building is constructed at an average cost of \$18,000 complete.

Figures 6 and 7 represent the exterior and interior of a standard eight-room building with assembly hall. The classroom at the rear of the stage is elevated and equipped with movable furniture, it being used for classroom purposes and will enlarge the stage by means of a sliding partition. This building is constructed, complete, at an average cost of \$30,000.

Figures 8 and 9 represent the exterior and interior of the twenty-room school building. The building was recently completed at Pulaski, Virginia, at a cost of \$71,600. Some few modifications were made in the plan, however, leaving off the two rooms at the rear. The average cost of this building could be expected to run approximately \$75,000, complete.

In addition to the activities mentioned above in connection with such buildings, the division, last year, made a rather extensive study of floor oils. It was found that school boards, in many cases, were paying as high as 70 cents and 80 cents per gallon for floor oil, which had no particular value over a floor oil which can be purchased at 35 cents per gallon. The specifications for floor oil, as used by the United States Government, were used as a basis, plus some added points in the specifications which make for a better grade of floor oil. This was set up after a careful study of the whole problem, and it was found that such a floor oil



• MAIN FLOOR PLAN •

FIG. 3. FOUR-ROOM SCHOOL BUILDING.

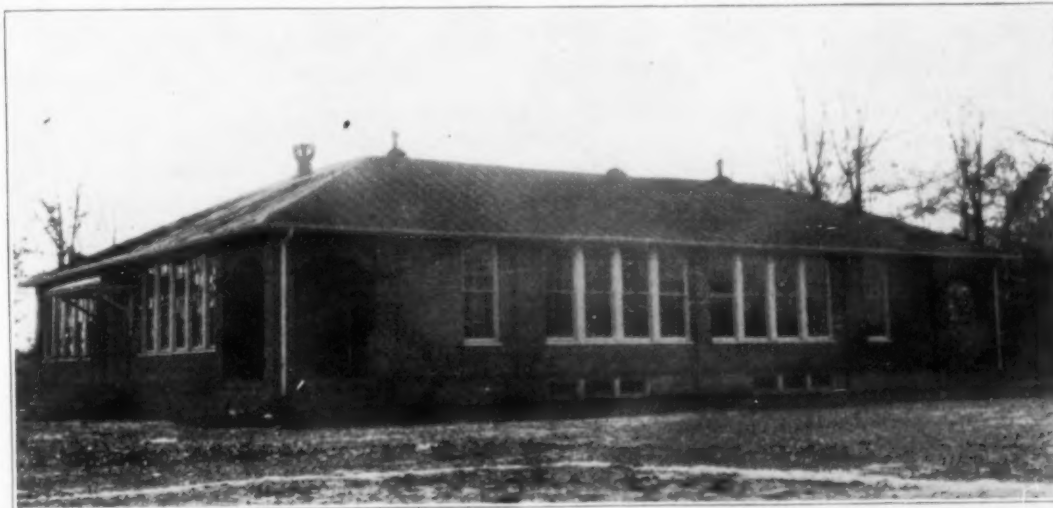
FIG. 2. FOUR-ROOM VIRGINIA SCHOOL BUILDING.  
Plan by the State Department of Education.



FIG. 8. HIGH SCHOOL BUILDING, PULASKI, VA.

Plans by the State Department of Education, Richmond, Va.

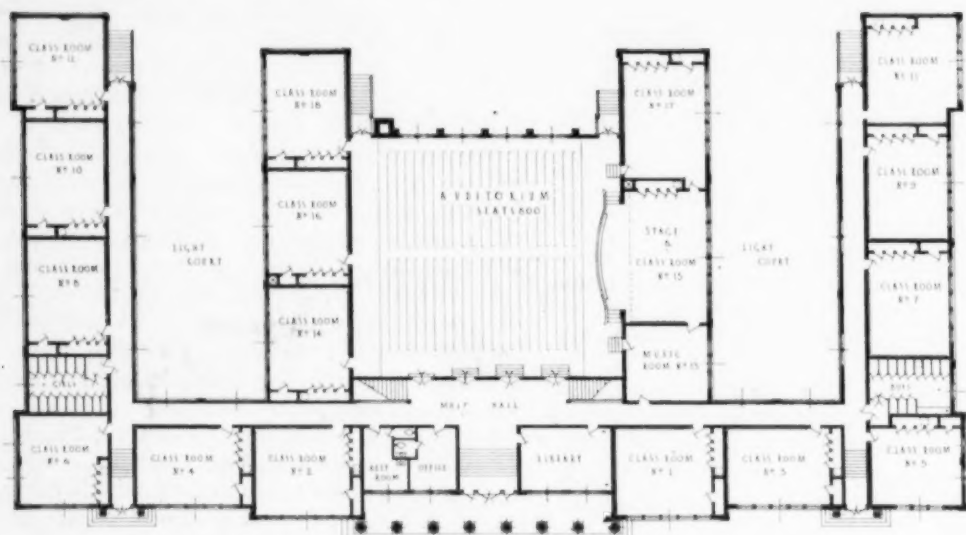
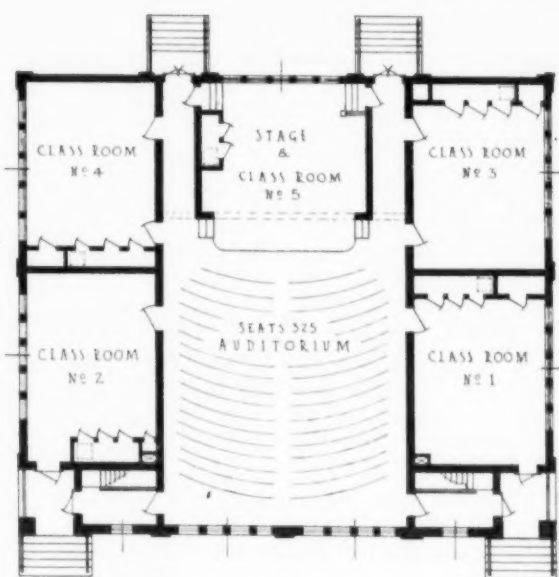


FIG. 9. FLOOR PLAN OF THE HIGH SCHOOL BUILDING, PULASKI, VA.



MAIN FLOOR PLAN \*

FIG. 5. FIVE ROOM SCHOOL BUILDING.

could be purchased wholesale for less than 30 cents in 50-gallon drums, or could be purchased locally for a cost not exceeding 35 cents per gallon. School boards were advised of this and furnished with the specification as set up by the division, and approved by the state board of education. In view of the fact that there are approximately 25,000 gallons of floor oil used each year over the state, this represents a very appreciable saving to the state in this one item alone.

The division is, this year, endeavoring to standardize on certain supplies and equipment, and while this is a problem that must be carefully worked out and conducted on a purely business basis, it is felt that more or less standardization can be effected which would result in economy and less complexity for individual school boards. The state board of education fully realizes the dangers attendant upon standardization, and it has kept this point prominently in mind always. Developments so far, however, indicate most gratifying results, and indications are that none of the many promised ill results that would follow such an activity as that in which this division is engaged, have developed.

#### VENTILATION OF SCHOOL BUILDINGS

A study of present ventilation practices and costs in the light of experimental research was recently made by John Rankin McLure, and published by the Teachers' College of Columbia University.

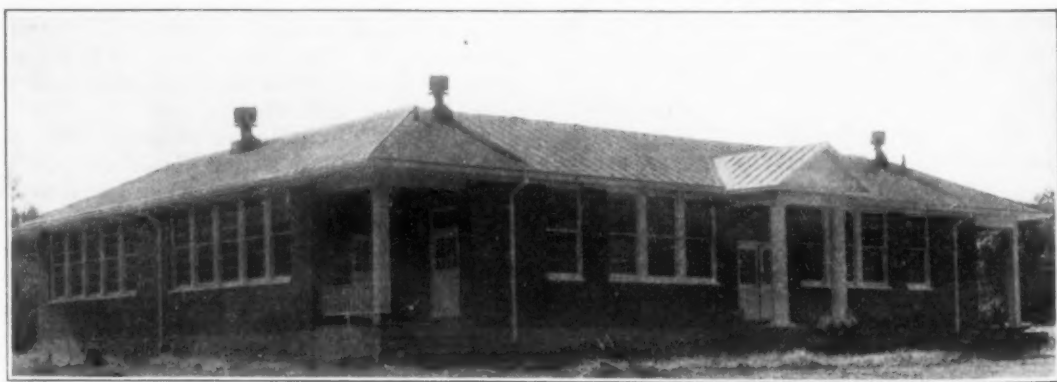


FIG. 4. SCHOOL AT BON AIR, VA. Plans by State Department of Education.

Mr. McLure holds, at the beginning of his study, that the various theories of ventilation that have been gradually advanced were based on (1) the supposed injurious effect of carbon dioxide in expired air, (2) the assumed existence of toxic organic substances in expired air, and (3) the physical properties of air; that is, temperature, relative humidity, and air movement.

The thermal theory, namely, that temperature is the most important factor in ventilation has been repeatedly confirmed, Mr. McLure says, by scientific research made in America, England, and Germany. The author cites a number of authorities of an earlier period who hold that

the breathing of impure air has an injurious effect upon the human system.

#### State Laws on School Ventilation

"An air supply at the rate of 30 cubic feet per minute per pupil has been officially adopted as a standard for the ventilation of classrooms by 21 states," says the author. He then notes the various state agencies through which laws governing the subject of ventilation are administered.

A survey based upon 700 new school buildings shows that the mechanical method of ventilation outstrips by a considerable degree the non-mechanical. Among the former, the fan gravity system is far in the lead. At the same

(Continued on page 147)



# What About Portable Schoolhouses?

## Their Function as a Part of the School Plant and Their Service

No one would claim, at the outset, that the portable school is preferable to the permanent structure. Nor would any one, familiar with the subject, hold that a portable pretends to be more than an emergency bridge between a permanent structure and the prospect of leaving children without any school housing.

Thus, the portable schoolhouse has played a part, and we may justly say an important and useful part in the housing of pupils. There are in the life of every school system conditions which do not make the immediate construction of a schoolhouse either possible or feasible. Some compromise must be accepted.

Therefore, no thoughtful board of education that is confronted with an overflow of pupils that does not warrant the expenditure for complete new structures, or where the finances do not permit such a structure in the immediate future, will hesitate to resort to the temporary expedient of a portable schoolhouse. Such a body, in coming to a conclusion, has in mind the alternative of resorting to half day classes or excluding an army of children entirely from the schools.

The following, which is the expression of a school official, is typical also of one of the causes that leads to the acceptance of the portable. He says: "The portable is of great interest to school boards. I happen to be treasurer and member of a school board. We want a new building very much, but after get-

ting our designs for a beautiful new structure of adequate size we find that we cannot finance the cost at this time.

"We are compelled to erect two buildings of the residence type, leaving out the partitions so as to make larger rooms. Our plan is to use these for a few years, and then, possibly, sell the buildings. This plan will probably make it necessary for us to have an extra building of the type that your company is making. Such a building can be erected very quickly; it holds its quality well; could be easily resold later for some other purpose or used for an overflow room, a game room, a lunchroom, or a workshop."

Be it said to the credit of the builders of portable schoolhouses that they have perfected that type of structure to a remarkable degree. The ingenuity of the planner and builder, as well as the skill of the mechanic, has found expression.

### Special as Well as General View

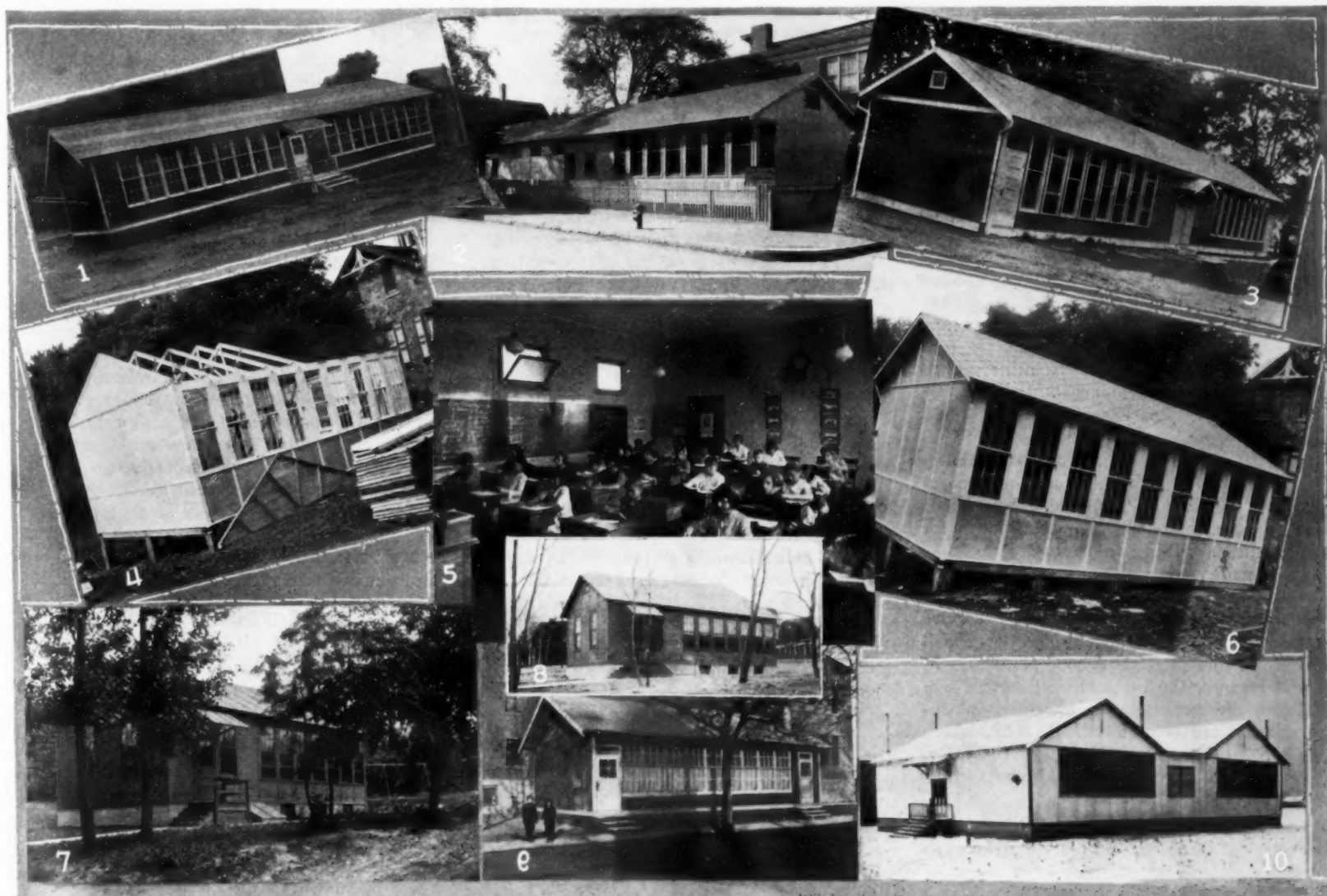
A prominent manufacturer, who was asked to record his experiences as to the uses of portables, said: "In Cleveland, Ohio, one of our buildings is being used as a chemical laboratory, and in Huntington we have two or three buildings being used for machine shops and other manual training arts. Of course, these are somewhat different from the usual run of portable schools, and yet no change in the actual construction of the building is necessary

to take care of the changes.

"As an illustration, the portable school, for the most part, is a simple one, since they are used generally for the younger children who have their classes all under one teacher. It is generally arranged so that the older children in the junior and senior high schools have the advantage of the permanent buildings. In this way it is not necessary to go from building to building for different classes, and thus run a risk of exposure during the winter months.

"When it is necessary, however, to use portable units in connection with junior or senior high schools, then the method of grouping must be given careful consideration. The best method we have hit upon is that of the portable vestibule which may be attached to a single building or provide the entrance way for two buildings, by placing it between them. As many buildings as may be desired can be linked together this way, end to end around the entire school lot, if desired, and if desired a portable hallway can be constructed along the blank side of the building so that it would not be necessary for children to expose themselves in going from one classroom to another. Another advantage of this is that when the need for a school at that particular point has passed, then as many units as desired can be moved to other locations, either in single, double, triple or quadruple batteries or in any

(Continued on Page 116)



### INTERESTING TYPES OF PORTABLE SCHOOLHOUSES WHICH SCHOOL BOARDS HAVE FOUND TO BE EFFICIENT.

1. A two-room unit which is self-contained with toilets and heating apparatus. (Circle A Products Corp., Champaign, Ill.) 2. A three-room building that successfully handles the overflow of a crowded grade building. (Togan-Stiles Co., Grand Rapids, Mich.) 3. A two-room unit which is popular for handling an overflow of not more than eighty children. (Merston & Morley Co., Saginaw, Mich.) 4. A one-room unit under construction. This building is faced with asbestos and has an asbestos shingle roof. (Asbestos Buildings Co., Ambler, Pa.) 5. A typical interior of a portable building, showing the neat wall board ceiling and walls and the interesting

arrangement for cross ventilation. (Togan-Stiles Co., Grand Rapids, Mich.) 6. A completed view of the Asbestos Portable Building. 7-8. Views of a one-room portable fitted with a concrete basement, sheet metal roof, electric light and furnace heat. (The Armstrong Co., Ithaca, N. Y.) 9. This one-room unit has a separate heating room and wardrobes. (Circle A Products Corp., Champaign, Ill.) 10. A four-room unit mounted on a concrete block foundation and equipped with toilets. (American Portable House Co., Seattle, Wash.)





## THE AMERICAN School Board Journal

WM. GEO. BRUCE }  
WM. C. BRUCE } Editors

### EDITORIAL

#### THE BOARD OF EDUCATION AND THE BUSINESS WORLD

The aspirations which the business world entertains for the schools usually find expression through a local chamber of commerce, or some promotional community organization. The modern parent-teachers' association may cover a more popular constituency, but is frequently only a neighborhood body concerned in a particular school. It serves its purpose, and usually serves it well.

The general business constituency of the community is more likely to be concerned in the school system as a whole and in its more important departures affecting financial considerations, and the quality of the school output. The one concerns the business man's tax bills and the other the help he employs.

But, there are commercial bodies that approach the local school question in a high-minded and progressive manner, and in the belief that a proper attitude thereto should be created. Experience has taught that a body of business and professional men, banded together upon unselfish lines, may become a dominating factor toward laudable ends. Thus, local commercial bodies have, in instances, brought about desired departures and innovations which the board of education, in a single handed capacity, could not accomplish.

The individual business man, however, has frequently made unreasonable demands upon the schools, no doubt, due to a lack of a complete understanding of the circumstances and exigencies that beset the authorities. He may have judged the school output by some recruit that has come into his employ, and thus measured the whole system by surface indications.

Where a committee of business men has concerned itself with a degree of thoroughness and in a spirit of helpfulness, in a local school problem, it has usually rendered a beneficent service. The average business man looks for efficiency and is willing to pay the price.

The modern chamber of commerce, concerned in the economic, civic, and social progress of the community, can render no better service than to keep a friendly eye upon the school interests. If the physical school plant is reasonably adequate, the instructional service efficient, and the general administrative status acceptable, no aid is required. In fact, where things are running smoothly and acceptably, active concern may become a meddlesome interference.

It has been found, however, that a survey of the physical plant has brought to light some deplorable deficiencies. No body of business or professional men should tolerate conditions which imperil the health and safety of the school constituency. The warning of the school authorities may be accepted as a mere bid for more funds, while the dictum of the business community may readily be accepted by the tax-paying public.

Whenever the situation arises in a com-

munity where public sentiment stands out against the recommendations of the board of education for necessary support, it is well to draw the local commerce body into counsel. Cooperation will accomplish here what single-handed effort will never bring about.

#### WHO SHALL CONTROL—BOARD OR SUPERINTENDENT?

The board of education of a Connecticut city recently empowered its superintendent to assign the several principals to the schools in which, according to his judgment, they could render the best service. Thereupon, a local newspaper editor denounced the action "as another instance of the very vicious practice of making public school appointments political footballs."

Whatever ulterior motive there may have been behind the action taken by the school board, it cannot be charged that a game of politics is on when a school superintendent is authorized to assign his lieutenants. We have known of instances where the school board members wanted to boss the job of placing the principals and teachers whether it suited the plans of the superintendent or not, and where political log rolling was charged. But, we know of no instance where such charge was hurled against a school board when it assigned a professional duty to the superintendent.

A board of directors of a commercial or industrial enterprise, that aims to hold its superintendent or manager responsible for the efficiency of the organization, will give him the authority to select and place his men according to his best judgment. This is done on the theory that, if such superintendent or manager is to be held responsible for the success of the enterprise, he must also be clothed with the necessary authority.

This applies with equal force to the superintendent of a school system. If he is to be held responsible for the efficiency of the system, he must have a voice in the choice of his professional lieutenants and the authority to place them where they may render most efficient service. He cannot be held responsible for the efficiency of those he had no voice in choosing.

There is a tendency on the part of critics of the school authorities to resort with unusual readiness to the charge of politics. We have never been able to understand why the word "politics" is so recklessly employed. The word is susceptible to two different interpretations, one meaning cunning, scheming, manipulation of affairs, and the other merely the science of organization. The former interpretation, however, is usually applied.

Thus, it only follows that if the board of education and the superintendent are engaged in the science of organization, they are, in fact, engaged in a form of politics which deserves the higher and cleaner interpretation. But, call it what you will, it simply remains that if the board recognizes the superintendent as the educational expert, it is complying with the best thought and practice known to the school administrative service.

The newspaper editor who vents his displeasure upon the school authorities fails, not only in his use of the word "politics," but also in an appreciation of the accepted rules of school administrative procedure.

#### AWKWARD SITUATIONS IN SCHOOL ADMINISTRATION

One of the most awkward situations in school administrative work arises when a board of education deems it wise to deny publicity to certain of its acts. Let us say that a teacher or principal has been dismissed. The thing was done behind closed doors. No reasons are given. The public would like to know. The press demands an explanation. General excitement follows.

A dignified silence on the part of the school authorities is interpreted as being underhanded and cunning. The public pays the bill and believes that it has a right to know all that goes on behind the walls of a schoolhouse.

But, let us step behind the scenes and see whether in every instance the public wants to know, or really ought to know. Let us assume that the school board deals with a case in which the discharged person was guilty of a grave infraction upon morals. The authorities may believe here that a quiet removal is better than a noisy ejection. The disciplinary interests of the school constituency are better fostered in silence than in publicity. Remove the offending culprit, and spare the young and impressionable minds from impure thoughts and situations. The school authorities, in cases of this character, are fully warranted in maintaining silence, or at least in refusing to enter into sensational charges. The local editor is certain to rant and shout, and charge the authorities with stubborn arrogance.

A board of education of a Connecticut city is just now under such fire. The editor speaks of "the members of the board of education who not only fired a high school principal without giving him any reason for such action, but have defied the citizens of the town, who vainly demand an explanation."

"Astounding as that action was it is completely outdone by the attitude of the board toward the citizens of the town, whose servants the board of education members are and whose money the board spends. The board appears to have no more compunction about telling the voters that its actions are none of the town's business than it had about giving the principal an unfair and summary discharge."

"One would suppose that some solicitude about the political consequences would modify the high-horse attitude of the board, but apparently it is no more stirred by a sense of obligation to the voters than by a sense of fairness in dealing with its own hired servants."

We do not propose to intimate in the slightest that the editor is right or wrong. The inside facts are not at our command. But, we do hold that there are instances when it is wise and judicious on the part of the school authorities to deal with things in executive session rather than to shout them from the house tops. Perhaps, the board of education in question is dealing with just such a case. Much harm has been done to a pupil constituency when the question of morals was heralded into its face.

The public must have some confidence in the good sense and fairness of its board of education in matters pertaining to the discipline and good order of the schools. If that confidence, for good cause, is shaken, or withdrawn, then the time to deal with the board members is on election day when their retirement is due.

#### ROASTING THE EDUCATIONAL WORKER AN EDITORIAL PASTIME

When the educator runs counter to an editor's notion, something is likely to happen. The latter has the advantage over the former in that he has a mouthpiece in which he can air his views and, incidentally, tell the schoolmaster "just what's what." The schoolmaster cannot well defend himself against a newspaper attack. He cannot get the ear of the public in the manner that the editor can.

In Ohio the state teachers' association recently recommended the creation of a state board of education upon lines that should take the educational interests of the state out of the realm of partisan politics. Thereupon some of the editors became wrathful, and one of them made his criticism of the educators in the following manner:

"The teaching profession is one which should have due recognition. Its rewards have been scanty enough in the years that have gone by,



but simply because recognition has come is no reason for letting down all restrictions and giving free rein to a movement which more and more, to us, seems to be crystallizing it into a separate organism and away from the body politic. Let the teachers come before the people just the same as all other public functionaries as a real part of the people and not as a separate mass of superior entities. That, it seems to us, is the better way all around."

The editor, instead of stating his objections to the proposed measure, finds it a more congenial pastime to tell the school people "where to get off at." The insinuation is made that when an educational organization suggests legislation dealing with a school administrative problem it is separating itself from the rest of the people.

While we do not approve of the schoolmaster meddler who hangs around legislative halls, who gives his opinion on every school measure that is presented, we deem it eminently proper for an educational body, regularly constituted to proceed along constructive lines and give voice to important departures along school administrative lines.

It must be assumed that the educational organization has given thought and study to any measure that it may present to a legislature. And it must further be assumed that no one can be more competent to recommend school legislation.

To disagree with the schoolmaster's viewpoint on the subject of school law making is every citizen's privilege. But, in so doing, why not hold to the subject in hand? Why question the schoolmaster's prerogatives as a citizen and dodge the issue he presents? Why not hold to the measure, rather than to the man?

In the volume of school legislation presented this year we must look to the educators in every state, not only to take the initiative in devising remedial measures, but also in stepping courageously before legislators to defend them. The newspaper editor cannot consistently object to educators who concern themselves with legislative measures that make for educational progress.

#### THE LINE BETWEEN SCHOOL BOARD AND PARENTAL RIGHTS

The question of just how far the disciplinary authority of the school board reaches in cases where school children are under a charge of dereliction, is frequently raised. The courts have placed a somewhat liberal construction upon such authority and have demonstrated that it may extend beyond the regular school hours as well as beyond the school grounds.

The theory upon which the courts have proceeded implies that acts committed by pupils on their way to and from the schoolhouse may affect the moral tone and disciplinary order of

the school itself. In such cases the presumption is that the dereliction was committed by a pupil and as a pupil, as distinguished for instance from a child that may do some wrong while on an errand between the parental home and a neighbor's home.

A case has arisen recently in Seattle, Washington, which brings into play a somewhat new aspect of the question. A score or more students of a high school, accused of drinking "moonshine" liquor at a party, were suspended from school by order of the board. Thereupon the parents rose in protest against the action, contending that the disciplinary measures exerted here were not within the province of the board of education.

Whether or not the board of education exceeded its authority in this case depends, after all, upon the circumstances under which the infraction upon good behavior was made. If the offenders were gathered as high school students at the time and place, or as a student group or class were engaged in an entertainment given under the auspices of a school society, then any misconduct engaged in was subject to board of education authority.

If, on the other hand, it was not a recognized student body, simply but a gathering of boys and girls, some of whom happened incidentally to be high school students, it is doubtful whether the disciplinary authority of the board could reach them. At least, it may be doubtful whether the courts in such a case would uphold any punitive action exerted by the board of education.

It needs no argument here to hold that the parents should primarily be held responsible for the conduct of their children. The tendency for many years has been to shift the responsibility from the home to the school, and today the latter carries a larger share of the disciplinary burden than it should bear. It is the duty of the parent to see to it that his child is physically and morally clean, and to send him in a teachable condition to school. But, that is not always done. The school is only too frequently called upon to make up the shortcomings of the home.

A board of education, concerned in the mental, moral, and physical welfare of the pupil, has the right to exert such discipline as will sustain these objectives. The law may not be precise as to just where the dividing line between parental authority and school board authority is drawn, but it is evident that where the home is remiss in its duty it becomes commendable on the part of the school authorities to exert a wholesome and needed discipline.

No harm can come to the student body as a whole to be subjected to rigid discipline in all things affecting its own welfare. Only the maudling sentimentalist will raise a voice against such discipline. When the temptations, which on every hand beset the youth of the day are rationally contemplated, it becomes most reassuring to find a board of education progressive and courageous enough to stand for order and discipline in the training for useful American Citizenship.

#### THE SCHOOL ARCHITECT OR ENGINEER? —WHICH?

There was a time when but a remote relation existed between the schoolhouse architect and the technical engineer. The one designed a building and superintended its construction, while the other designed constructive enterprises such as bridges, canals, tunnels, and the like. In fact, the two had little in common. Their work was on divergent lines.

But, the day has arrived when engineering ability enters largely into the domain of the architect, and this applies with exceptional force to the field of school architecture. In fact, the architectural engineer is on the scene. While the architect in all periods has been a builder

who has had full knowledge of stresses and strains, he has also adapted himself to the newer elements of modern construction.

Thus, we have today not only the heating and ventilating engineer, but also the engineer-specialist on electrical work, illumination, acoustics, landscaping, etc. And finally there is the so-called educational engineer, a more recent development, who finds the adjustments between the physical details of a school structure to its operation needs from a purely educational point of view.

A modern schoolhouse brings to its service all the innovations which make for safety, health, and comfort. Many of these innovations, if we may so designate them, involve engineering knowledge. The installation of a system of heating and ventilation is no longer the task of a hardware dealer. It involves technical skill of a high order. The installation of an artificial lighting system not only means merely a network of electric wiring strung behind walls but also means a scientific distribution of illumination. The larger structures requiring an elaborate system of heating, lighting, and power involve the services of engineering knowledge to a considerable degree.

The architect responsible for the ultimate efficiency of the school plant recognizes this fact and brings into play the required knowledge and skill. In the cities where many schoolhouses are under the care of the school authorities, the constant employment of an engineer who is expert in the electrical work, heating, and ventilation has been deemed practical. In many instances, too, in the construction of new buildings, the engineer becomes a co-worker with the architect.

In fact, the modern school plant brings into play the services of the superintendent-engineer to a larger extent than ever before. The periodical rehabilitation of the plant, the repair work which is necessitated from time to time, have brought on the scene the superintendent who possesses engineering knowledge and skill.

The schoolhouse architect, namely, the architect who has made schoolhouse planning a special study, is nevertheless in greater demand today than he ever was in the past. The recognition of the fact that the specialist may render better service has eliminated the architect who tries his hand at every form of structure. He is not so likely to be called upon to plan a school building as he was in a former day.

It has, however, become quite apparent in recent years that the planning and construction of a modern school plant demands the services not only of the architect, but that of the scientific engineer specialist as well.



School vs. Industrial Management.



Woodman, Spare That Tree!



## Time Economy

Martin A. Seymour, District Principal, Brockton, Mass.

Volumes can be written on the waste of time. In all professional lines, in all business, time is wasted.

Our chief executive asks the Nation to economize. He calls our attention to the fearful waste of money and waste of things having money value. Time means money, and often something more valuable than money. If the waste of time could even be cut one-half, we would have fertile gardens where we now have desert wastes, comfortable homes where there are now nothing but shacks, beautiful stone structures where we now have rudely constructed wooden buildings, enduring organizations where now many begin to totter with the first breeze of adversity, and educational and religious institutions that would stand the storms of criticism and unfortunate circumstances in a more dignified, safer, and more sane fashion than is possible at the present time.

We often stand in amazement and wonder how certain individuals, whom we may chance to know, have accomplished so much in their lifetime. They seem to always have time for everything, time for their work, their recreation, their reading, their social life, and all other activities that are necessary to make a life four-square. Such men have system, a sense of proportion, an objective, and they let nothing swerve them from their main course.

Does the teacher waste time? Does she conduct her reading recitation, her mathematics, English, laboratory work, and so on, in such a manner as to give every member of her class the largest possible contribution considering the time she has at her disposal? In a class of 40 pupils, does one read while 39 listen? Are the 39 listening? They are probably "paying attention." Pupils are usually giving their attention to something, but is their attention focussed upon the right thing, the subject under discussion, or is it solidly fixed on something outside the schoolroom? Can the teacher in charge possibly plan to conduct the reading in such a way as to have a larger per cent doing real live reading, and those who are not actually moving their lips doing real live thinking in connection with the subject read about? Does she make her reading divisions small, dividing her class into groups in such a way as to have each group actually busy with definite mental or physical work, so that each member of that group has a challenge, and is one hundred per cent concerned in mind, heart, and hand, in the task set before him? Cannot every teacher, no matter what his or her subject may be, by more careful planning outside the recitation, make this choice morsel of time, the recitation period, much more vital by wasting less and less time for her pupils, and thus increase her value to them and to the community in which she works? Some one interrupts her work for five minutes. It may be a visitor, a supervisor, her principal, or a pupil in her class. Is the interruption necessary? Often it is, but still oftener it is not. Five minutes' waste for 40 pupils is mathematically the equivalent of three and one-third hours for one pupil, or more than a one-half day of absence.

Does the supervisor waste time? Is he or she supposed to teach or supervise or both? The supervisor may be able to visit the school but twice a month, or even only once a month. Shouldn't she then plan to make every moment count? If the drawing supervisor or music teacher is due at ten o'clock and does not appear until ten-ten because she has become over

interested in conversation with the teacher in the last room she visited, she has probably wasted, at least, the equivalent of one whole school day for one pupil. Does she leave weekly, monthly, or yearly plans for her teachers, plans so definitely and carefully made out as to aid her teachers in making the best possible use of time for their pupils?

Does the principal waste time? Does he make every teachers' meeting count? Is the hour filled full of things vital to the majority of teachers in the group, or is it just filled, so that it may be said that he has held so many teachers' meetings that year? Are the programs, filing of classes, recesses, etc., planned with time saving in view? How much of his time is occupied with real supervision? The writer is willing to make a bold guess and feel safe when he guesses, that eighty per cent of all principals spend at least eighty per cent of their time in what may be called routine work, a large part of which could easily be done by teachers, trainers, or even pupils, and a small portion might well be dispensed with entirely.

Is the principal business-like when meeting parents, bookmen, or other interested visitors? Does he do business with precision and dispatch? It often is necessary for him to spend much time with an irate parent, endeavoring to meet every argument satisfactorily, sending him away, if possible, "sold" to the institution. He must always take the necessary time to be courteous to visitors, especially strangers, or those who have come to visit his school from a distance. He must, however, keep in the foreground of his consciousness the fact that he owes his time to his teachers and pupils under them, and thus avoid the unnecessary waste of time that is altogether too frequently his custom. He must size up his visitors and deal with them accordingly. If he is dealing with a live business man, he will rise or drop in the estimation of this man in accordance with the way he dispatches this particular piece of business, and the time consumed in doing it. We all enjoy doing business with a one hundred per cent business man, and a principal should be a real business man when business demands it.

A principal needs to be a good executive and administrative officer. He often proves his worth in these by his ability to get others under his charge to do work for him. His time should be spent in doing what others could not or should not do. He must not forget that his example to those about him is powerful. He may be making or breaking many business men or women by merely his example, year after year.

Does the superintendent waste time? Occasionally a principal is blessed with a clerk, but only occasionally, while most of our superintendents have one or more. The writer has known superintendents who were so particular to have every detail go through their hands as to open every box of supplies that came to town for their schools, carefully scrutinize every package, and even take time to write on each package the name of the teacher whom he planned to have use it. One particular instance comes to mind where every hour of three consecutive school days was spent in this way. If a campaign were in progress, because of a deliberate waste of materials, such a scheme might be worth while, but even then it would seem as though a reliable clerk might be trained to do this work just as quickly and effectively as the superintendent, while he was spending his time doing things in the educational field that, perhaps, could not be done by

the clerk nor anyone else in the school system.

Is the superintendent an office superintendent or a school superintendent? He often has the liberty to make himself either. Which does he choose to be? Can the community afford to pay large salaries for the former? It is easy for a superintendent or principal to make himself a mere office boy. It is a mighty easy channel in which to drift, but if one drifts there long enough, he may strike a current, an eddy, or even a whirl-pool that may eventually upset his craft. The superintendent of schools stands in the midst of teachers, pupils, school committees, and the public. Does he put first things first?

What is true of the school department may be equally true of every department in a town, city, state, or nation. The department may be examined from top to bottom, or from bottom to top, and if time means money value, there is surely much money wasted.

An expert might come to the conclusion, after a thorough examination, that time had been wasted by what is considered by many to be the highest and most important body in our land, the United States Senate. Even a senator who may possibly deliberately waste time of such a group to gain some selfish end, should go the same way as the school superintendent, the principal, the supervisor, and the teacher, out the side door, and give way for a thoughtful, professional, or business-like and efficient time-saving individual to come in the front way.

Has the writer wasted his time in writing this article? Has the reader wasted his time in reading it? If someone has received a permanent and helpful suggestion, let us hope that this time and space have not been used in vain.

### EDUCATION'S APPEAL IN THE HALLS OF LEGISLATION

The season of the year has arrived when the champions of education are knocking at the doors of the several state halls of legislation. Education wants relief along financial and administrative lines. The demand is for equal educational opportunity for all children. The rural school problem is by no means fully solved.

The many surveys and studies made in recent years along state lines have brought into bold relief the glaring inequalities that now exist. While there are states such as Ohio, for instance, where the city school systems have battled against financial limitations and restrictions, the more common complaint concerns itself with the inequalities that have arisen in the rural districts of a whole state.

The problem of the poorer district which is frequently found to be immediately adjacent to the rich district, has become a matter of deep concern. Modern conceptions of educational opportunity do not tolerate discrimination.

And yet it has been found that the poorer district, taxing itself to the limit, may not be able to provide adequate school facilities. On the other hand, the well conditioned district may be enabled to provide a most complete school system by taxing itself to a nominal degree only.

True, state support is supposed to come to the rescue and equalize things between the rich and the poor districts. But it has failed in many instances to accomplish that result. The common rule to exact the state school tax on the evidence of wealth and to distribute the same on the basis of school population has not always leveled down the humps and filled the holes. A method must be found that will enter much deeper into the process of equalization.

The approach to the subject hinges primarily on adequacy of funds. The method of exacting

(Concluded on Page 136)





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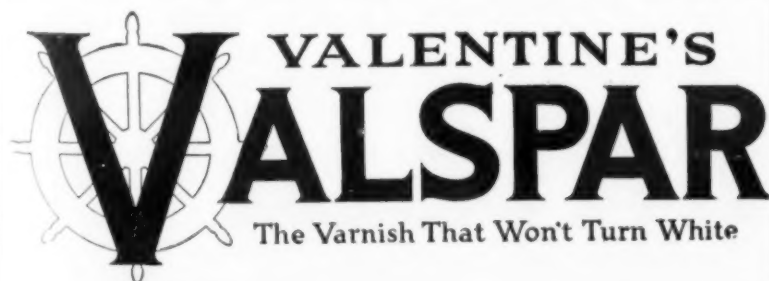
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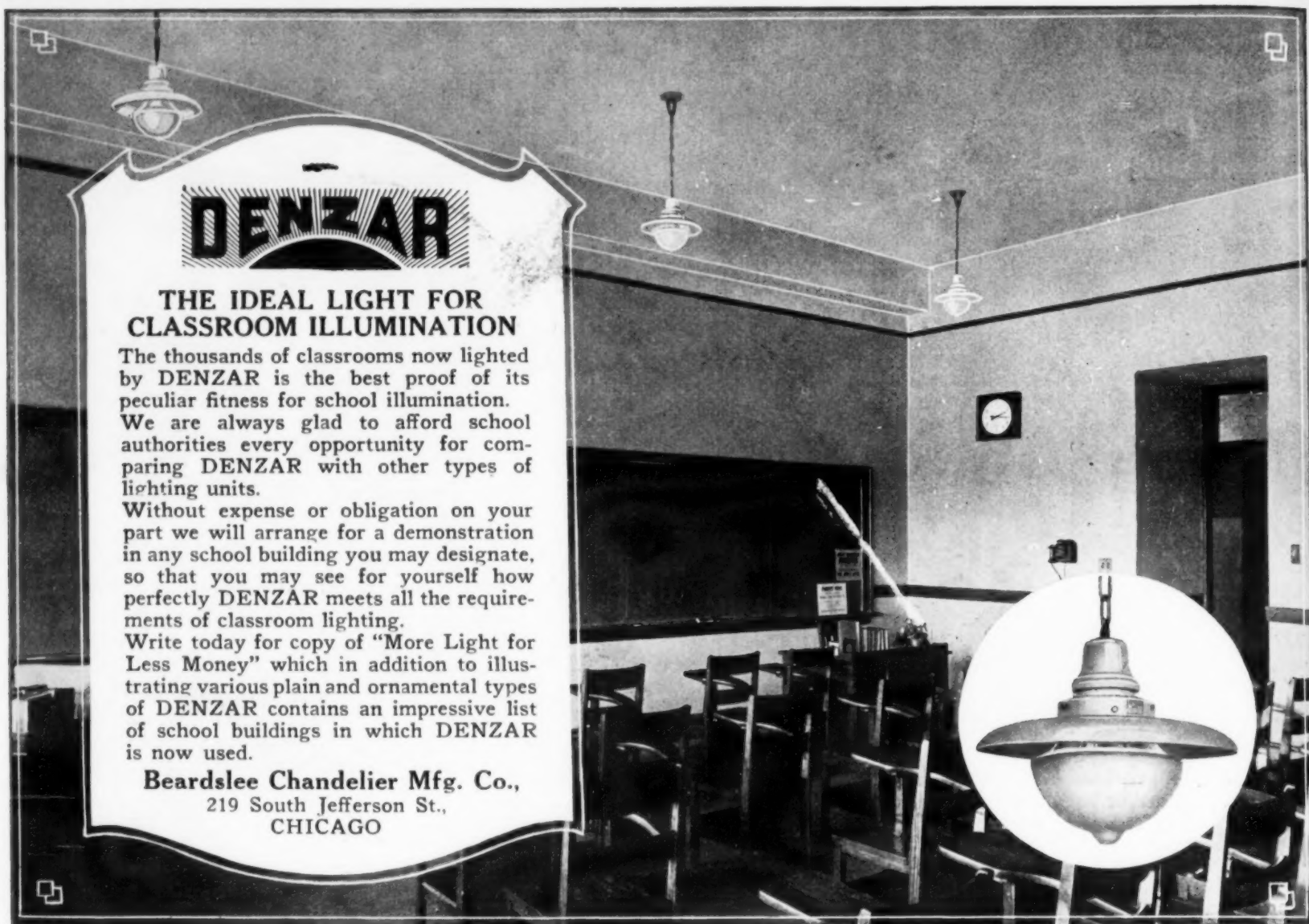
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## WASHINGTON CORRESPONDENCE

### WASHINGTON CORRESPONDENCE

A. C. Monahan, Formerly, U. S. Bureau of Education

#### The Oregon Compulsory Attendance Law

The United States Supreme Court at Washington, D. C., will hold a hearing on March 2nd, according to its present calendar, on the so-called Oregon compulsory school attendance law. This, it will be remembered, was passed by a referendum vote in Oregon in November, 1922, and would require all children between 8 and 16 years of age to attend public schools or until they had finished the eighth grade. This enactment was to become effective in September, 1926.

The case was contested before the United States District Court of Portland on the grounds of unconstitutionality, being, it was urged, in violation of the Fourteenth Amendment of the Constitution of the United States. The contestants were the Hill Military Academy, a private non-sectarian institute, and the Society of the Sisters of the Holy Names of Jesus and Mary, a religious educational corporation.

The law was declared unconstitutional on March 31, 1924, by the Federal District Court with three judges on the bench giving a unanimous decision, and enjoining the state from putting in operation the provisions of the law. The case was appealed immediately by the State authorities to the United States Supreme Court. This was a wise and highly desirable procedure, as it will put on record a court decision from the highest authority for the benefit of all states on the question of parental rights in education, the status of private educational efforts, and the powers and limitations of the States in educational matters.

The Governor of Oregon, representing the state, has filed a brief before the United States Supreme Court, asking for the setting aside of the District Court Decision restraining the state from enforcing the law when the date it was to be effective is reached. The brief takes exception to limitations in state authority apparently set forth in the District Court decision, using the following words:

"As to minors the state stands in the position of *parens patriae*, and may exercise unlimited supervision and control over their contracts, occupations and conduct and the liberty and right of those who assume to deal with them." This is the important point to be decided.

The brief filed by the state raises another question which may or may not be a matter of important discussion before the Supreme Court. This is the matter of religious liberty. The Oregon law indirectly affects religious liberty, as the majority of schools in the state other than public schools are conducted by religious orders and are established for the purpose of giving religious education as well as secular education. The brief holds that religious liberty is not an essential concomitant to American citizenship. "The Federal Constitution," it says, "does not guarantee religious liberty to the citizens of the several states. It merely prohibits the enactment by Congress of any law establishing a religion or prohibiting the free exercise thereof. A contention that a state statute violates the religious liberty of a citizen does not, therefore, raise a federal question."

It has generally been assumed that the Supreme Court in its consideration of this case will be guided somewhat by its action on the Nebraska language law case (*Meyer v.*

Nebraska) on which decision was rendered early in 1924 declaring the law unconstitutional. The Oregon officials anticipate this for in their brief they devote considerable space to a denial that the principles enunciated by the Supreme Court in the Nebraska case apply to the Oregon case which it is now to consider.

"The Nebraska language law was passed since the war. It made it illegal for any teacher in any school, public, private, or parochial, to teach any foreign language or to teach any subject in a foreign language. The Supreme Court ruled that this was beyond the authority of the state and was an infringement on private rights. It agreed that the state had a right to require schools to be conducted in the English language and to fix a course of study as a minimum requirement of all schools, but that it had no right to prohibit the teaching of a subject not detrimental in itself to the welfare of the state or detrimental to the children. "That the state may do much, go very far, indeed, in order to improve the quality of its citizens, physically, mentally, and morally, is clear; but the individual has certain fundamental rights which must be respected. The protection of the Constitution extends to all. \* \* \* We are constrained to conclude that the statute as applied is arbitrary and without reasonable relation to any end within the competency of the state."

#### NEW OFFICERS IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOL SYSTEM

Several important changes in the personnel of the administrative supervisory officers in the Washington, D. C., school system have just been made as a result of the filling of new positions created in the Teachers' Salary Act approved June 4, 1924.

Mr. Stephen E. Kramer, formerly assistant superintendent of schools, and more recently principal of the Central High School, was appointed first assistant superintendent at a salary of \$5,000. Mr. Kramer has served the public schools of Washington for over 30 years as teacher, principal, supervising principal, assistant superintendent, and principal of the Central high school.

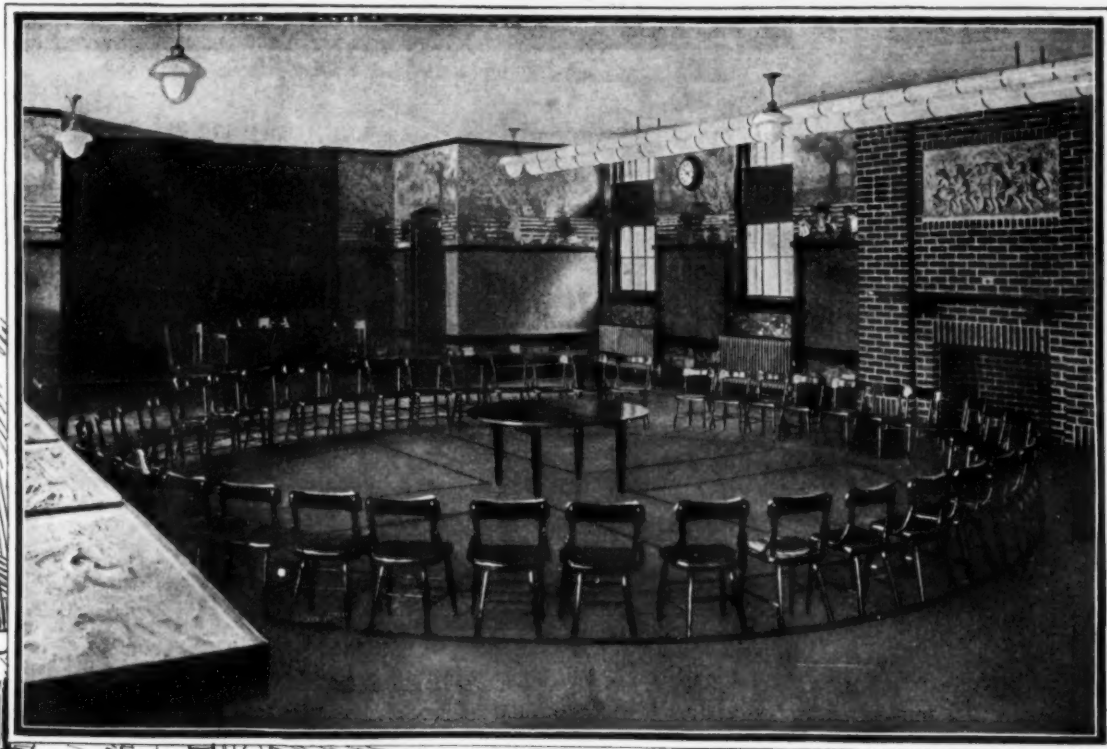
Mr. Garnet C. Wilkinson was promoted to the position of first assistant superintendent in charge of the colored schools, also at a salary of

(Concluded on Page 72)



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One important point that should not be overlooked by school authorities is the economy resulting from the use of Norton Floors. Economy is due to the wear-resisting properties of the tough electric furnace abrasive employed in their manufacture and this same abrasive reduces the slipping hazard to a minimum.

The stairs at the left have nosings of 6x6" brown Alundum Stair Tile. This tile is set flush with the surface of the tread and there are no grooves or corrugations to cause tripping.

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(Concluded from Page 70)

\$5,000. He has been in the Washington school system for 22 years, having served as a teacher and principal of the Armstrong high school, the Dunbar high school, and as assistant superintendent in charge of the colored schools.

Miss Marion P. Schadd, formerly supervising principal, was promoted to the position of assistant principal, made vacant by the promotion of Mr. Wilkinson. Assistant superintendent Shadd is also ex-officio general examiner of the board of examiners in the colored schools. She is a graduate of the Framingham (Mass.) state

normal school, and has been in the Washington system since 1877.

Mr. Harry English, formerly head of the department of mathematics in the Washington high schools, was appointed Chief Examiner at a salary of \$4,000. Mr. English, in addition to his duties as professor of high school mathematics, has acted as head of the department of mathematics gratuitously for several years. Mr. English also has acted as head of the board of examiners without compensation for a period of several years. He is regarded as one of the most competent men in the school system.

If a school is short of funds, I know no way to handle it, unless the state gives aid to consolidated schools for transporting pupils. Consolidated schools have all the expense of other schools and have to transport the pupils extra; and I believe the state should help those schools who have no funds to do with.

We hear a lot of noise about school expense. Why we have a concrete road across our district which cost more than our consolidated school costs in ten years.

I believe in good roads, but let's not hamper a child's education. I would rather walk in mud than to have my boy lose his chance of education.

A senator said, "The consolidated schools are a luxury with the motor busses, but if you had been with me several years ago when little children came in on the wagons crying with cold, you would have tried to have better transportation."

I am glad my heart is warm for little children in their education, and let us make our homes, schools, churches first in America, to make real citizens, and back to my subject—DO NOT put your transportation the least important in your school.

—The fact that \$200,000 worth of school property is destroyed annually through pupil damages and vandalism has prompted the school authorities of New York City to take measures in combating the same. Superintendent William J. O'Shea has ordered principals to prosecute all wilful or malicious destruction of property. "Something must be done to meet this situation and to reduce this unnecessary waste of public money," declared Supt. O'Shea. "In the course of five years these expenditures would pay for the construction of a new million-dollar school building. "One step is to hold responsible those who damage school property wilfully or maliciously, provided they are old enough to understand the nature of their acts. Another step is to arouse public sentiment, both in the neighborhood and in the schools, so that citizens and pupils will understand that damage to school property is damage to their own property and that they should protect school property in the same way that they would protect their own property."

## The Pupil Transportation Problem

Eldon Hutchinson, Preston, Okla.

School transportation is one of the most complex problems of our consolidated schools, and it is not altogether a financial ailment either.

The first thing you need when you start to better your transportation is, school board members who have ability, honesty and progressiveness. Too many board members get the idea that a school should be run on a much cheaper scale than any other business, and to never improve or try to better conditions, but stay in the ruts as before which were alright one time.

The next is to bring pressure upon county commissioners to improve the roads in your district so your vehicles may make the routes.

The next, to get men to handle the wagons or busses who will give you satisfactory service, which is the hardest problem. I shall give some of my experience on this matter: First, we owned the equipment and hired men to run it, then we had the men furnish their cars and pay their own expenses, but then there were disagreements on the routes as to who would haul whom.

Now we have one man contracted by the year, who furnishes everything and brings all children into the school. However, the school board helps route the motor busses and passes on the drivers, as to whom may be hired.

Now comes the cost in the matter to consider. Our first were wagons. Six of them at \$100 per

month and we furnished the wagons, which were \$5400 a year. Now we have three large motor busses which haul more than six wagons for the same money, contracted by the year to one party.

I know a school which bought three trucks and paid \$6,000 for them and the second year it cost immensely to keep them up and I know three years will get them.

Let us figure a little now on a nine months' term for three years:

Cost of Trucks.....	\$ 6,000
Interest 3 years, 6%.....	1,080
Expenses \$54.00 per month per car for 3 years, 3 cars.....	4,050
Driver \$60.00 per month for 3 years.....	4,860

Total cost .....\$15,990

This is a conservative estimate, as any one knows what it costs to overhaul an abused truck, and besides this, is the cost for a lot of worry and poor service.

On the other hand if you pay \$5,400 a year for three years or \$16,200, you get good service and you don't have to hide when some school patron raves.

You may think the latter is expensive, but you cannot get service when a man loses money on his contract.

I believe it is better to take funding bonds to pay drivers by contract than try trucks on your sinking fund.

<sup>1</sup>Extract from address delivered at the Conference of Boards of Education, Oklahoma City, Okla., February 13, 1925.





## Four matters settled in less than one minute—via the P-A-X

CALL NO. 1—to the study hall monitor—*"Carter Smith explained to me why he was tardy this morning and is excused."*

CALL NO. 2—to the power house—*"Fred, they can't get any heat in the locker room. Attend to this at once."*

CALL NO. 3—to the history room—*"Could you hold your examination tomorrow instead of Friday, Miss Harper?"*

CALL NO. 4—to the gymnasium—*"Please tell Donald Miller that his mother will meet him here at one o'clock."*

With one finger on the dial of a P-A-X telephone, the principal is in a position to know instantly what is going on in study hall, power house, class room or gymnasium.

Via the P-A-X every teacher and employee is available for telephone conversation at his will. He may talk to them individually or, by the conference wire, by groups.

Connections over the P-A-X are made in 5 seconds or less. There is no operator to cause delays, errors or to "listen in" on conversations. Because of the speed, convenience and secrecy of the P-A-X matters of school business may be settled at once without requiring teachers to leave class rooms and students without supervision for a con-

sultation at the office. Time is saved and messenger service avoided.

For 24 hours a day the P-A-X gives a quality and extent of service not known to any other intercommunication system.

Besides Interior Telephony and Conference Wire, the P-A-X includes and coordinates other automatic electric services to speed up routine and heighten the efficiency of this entire staff.

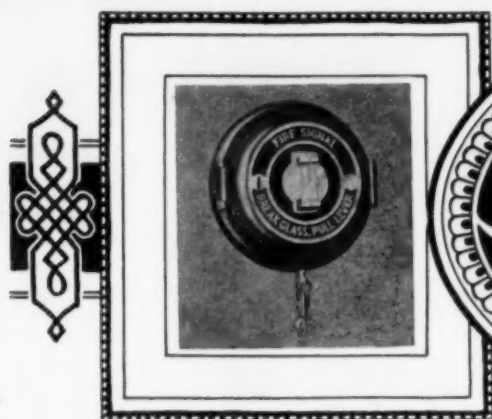
Our latest product is a simple, inexpensive P-A-X system especially designed for the smaller school in which the larger, more comprehensive P-A-X is not justified. This system provides the advantages of the P-A-X service at the lowest possible cost.

*The P-A-X is similar to the Automatic Telephone equipment, being so widely adopted for city service. It augments and completes but neither supplants nor connects with local or long distance telephone service.*

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Such a system assures complete protection to this new school at the minimum cost of upkeep. The addition of this school to the already imposing list of buildings Holtzer-Cabot equipped is the greatest testimonial and proof of the superiority of our systems.

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### THE RIGHT TO EXPEL PUPILS

The legal rights of school authorities, regarding the admission and expulsion of pupils, is exhaustively treated by J. Eli Allen, of the Phillips high school, Birmingham, Alabama, in a recent number of the Peabody Journal of Education.

In regard to the right to admit children to the schools, he says: "In the absence of express legal statutory provision, the board of education has the right and power to determine what children may be admitted to the schools. It may set forth the requirements to be met for admission, may determine when these requirements have been met, and may refuse admission to such children as in its judgment do not meet these requirements. The court of law will not go back of such a judgment or review it."

The greater part of Mr. Allen's study, however, is devoted to the question of suspension or expulsion. By way of introduction here he says: "Courts are reluctant to interfere with the administration of schools. In the absence of specific rules, the board of education has broad discretion. It may, for instance, expel a pupil for any gross misconduct. The action will not be reviewed. Wholesome discipline is recognized as essential to the success of a school. Since the board and the teacher are primarily responsible for this success, they are, by the nature of the situation, within their rights if they 'suspend from the school any pupil for gross immorality, refractory conduct, or insubordination.' Any conduct that tends to demoralize other pupils and to interfere with the proper and successful management of the school may, in the discretion of the teacher and board, subject the pupil to expulsion. And it is assumed that the teacher and the board have the best interests of the school at heart and that they have acted in good faith."

The specific causes, warranting expulsion are recited. He names immorality, feeble-mindedness, absence or tardiness, refusing to participate in school studies or exercises, failure in studies, ridiculing school authorities, etc. Cases of expulsion that have not been sustained by the courts are also enumerated.

Mr. Allen cites seventy-three cases in which the authority of boards of education and teachers has been tested in the courts. On the question of recovery for wrongful exclusion, he says:

"To recover damage for wrongful exclusion, the parent must prove that the board has acted in bad faith, and show that he has suffered pecuniary damages. But since the schools are for the public and are supported by taxation, whenever damage can be shown, the courts will redress the injury. In Ohio it was held that the parent was entitled to maintain action for damages, but in Massachusetts it was held that the father was not the injured party. A recent Massachusetts statute gives the child a right of action for damages. But the child could not recover damages when excluded by a teacher, although in Ohio a teacher was held liable for damages. Under the Massachusetts statute, money damages may be had for injury to 'feelings' in unlawful exclusion. There seems to be a general conflict of opinion. There is no damage recoverable in New Hampshire, while similar cases are awarded damages in Ohio and Massachusetts."

There is a Massachusetts case of an action by a parent to recover damages from a teacher for refusing to teach a child. The court held: "It is manifest that there is no privity of contract between the parents of pupils to be sent to school and the schoolmaster. He is employed by the town."

If he (the parent) may sue for general refusal to receive and instruct, there seems to be no reason why an action will not lie in case the master does not instruct with due skill, capacity, and diligence. Such would not be likely to improve the condition of the schools, and would lead to vexation and ruinous litigation. The parent should appeal to the committee. If they shall approve the act of the master, there is cause for the rejection of the pupil. The court of law will not presume that the committee will act arbitrarily and unjustly in a matter submitted to their judgment."

### School Lands and Funds

It is for the legislature to determine through what agencies its power, under the Indiana constitution, Art. 8, to provide for public school system shall be carried out, and how the burden shall be divided between local governmental units.—*Follett v. Sheldon*, 144 N. E. 867, Ind.

Power to provide for public schools, being legislative one, is not exhausted by exercise, but the Indiana legislature may change plans as often as it deems necessary or expedient, and is answerable only to people, not to courts, for mistakes or abuses.—*Follett v. Sheldon*, 144 N. E. 867, Ind.

As the Indiana acts of 1917, c. 174, as amended by the acts of 1919, c. 42, clearly leave to township advisory board question whether emergency exists to issue bonds for new school-house, courts cannot decide such question.—*Follett v. Sheldon*, 144 N. E. 867, Ind.

### Schools and School Districts

Territory of community high school district is compact and contiguous, within the statute under which the district was organized, when it is so closely united and so nearly adjacent to school building that all pupils may conveniently travel back and forth within reasonable length of time and with reasonable degree of comfort; "compact" as used, meaning concentrated, or close or near to certain center.—*People v. Emerson*, 145 N. E. 106, Ill.

The word "compact," as applied to school territory, means concentrated or close, or near a certain center, and a school district is not compact in the constitutional sense unless its territory is so closely united, and so nearly adjacent to a school building, that all pupils may conveniently travel from their homes to the school and return in reasonable time and with a reasonable degree of comfort.—*Webster v. Toulon Tp. High School Dist. No. 4*, 145 N. E. 118, Ill.

That a student may occasionally miss school because of road conditions does not render the district unlawful, though the creation of a district which will not permit children to travel to school from their homes in reasonable time and with reasonable comfort, because of its size or road conditions, is not authorized.—*People v. Keys*, 145 N. E. 152, Ill.

(Continued on Page 77)



# STEEL WINDOWS!

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ATHERTON HIGH SCHOOL FOR GIRLS, LOUISVILLE, KY.  
Architects, Joseph and Joseph. Contractors, C. A. Koerner & Co.

WHAT a difference on the exterior! How well they harmonize with the school architecture! How attractive, with their narrow steel frames and slender muntins! And the small glass lights, when broken are so easily and economically replaced. Big advantages, all, to say nothing of the fire protective feature of steel as against wood windows.

And what a difference inside the school!—the extra light,—the extra wall-space for blackboards; the better control of ventilation! When the lower sash is raised to admit fresh air the upper sash is automatically lowered an equal distance to permit

the escape of foul air. Incidentally—no other type of steel window admits the attachment of roller shades, screens, drapes or windshields so easily and conveniently.

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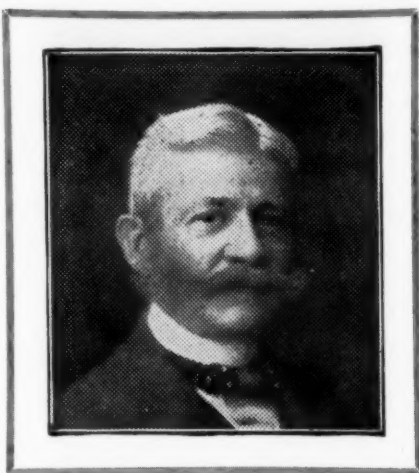
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(Continued from Page 74)

Under the Missouri revised statutes of 1919, § 11242, providing for the dissolution of a consolidated school district by a two-thirds vote of "resident voters and taxpayers" of the district, a two-thirds vote of the taxpaying voters residing in the consolidated district, and not merely a vote of two-thirds of those present at the meeting, with required qualifications, was necessary.—State ex. inf. Barrett, ex. rel. Newman v. Clements, 264 S. W. 984, Mo.

A voter, within the meaning of the Missouri revised statutes of 1919, § 11242, providing for the dissolution of a consolidated school district on a two-thirds vote of "resident voters and taxpayers" of such districts, is a person who is legally qualified to vote for elected officers, generally, while a "taxpayer" is a person owning property in the state, subject to taxation, on which he regularly pays taxes.—State ex. inf. Barrett, ex. rel. Newman v. Clements, 264, S. W. 984, Mo.

### School District Taxation

A resolution of the township advisory board authorizing the township trustee to issue bonds of both civil and school townships for the erection of a school building, under the Indiana acts of 1919, c. 42, is held sufficient, though it did not expressly state that the trustee was authorized to borrow money.—Follett v. Sheldon, 144 N. E. 867, Ind.

The advisory board's record need not be couched in technical legal language to authorize the issuance of bonds of civil and school townships by trustees for the erection of a school building, under the Indiana acts of 1919, c. 42, if the proceedings substantially comply with the law. Follett v. Sheldon, 144 N. E. 867, Ind.

A community high school district, renting a building for school purposes and owning no real property, had no authority to levy a building tax, and the Illinois act of May 10, 1921 (laws of 1921, p. 798, §§ 3, 4), did not validate the tax, since the district had no authority to levy it.—People v. Meyer, 145 N. E. 183, Ill.

### Pupils

The Illinois school law, § 96, as amended June 22, 1917 (Smith-Hurd revised statutes of 1923, c. 122, § 104), providing that, upon the county superintendent's approval, any high school pupil may attend a recognized high school more con-

venient in some district other than one in which he resides, and requiring such district to pay his tuition, is held not unconstitutional as depriving a school district, where the pupil resides, of its property without due process of law.—Board of Education of Princeton High School Dist. No. 500 v. Board of Education of Wyand Community High School Dist. No. 510, 145 N. E. 169, Ill.

The Illinois school law, § 96, as amended June 22, 1917 (Smith-Hurd revised statutes of 1923, c. 122, § 104), providing that, upon the county superintendent's approval, any high school pupil may attend a recognized high school more convenient in some district other than the one in which he resides, and requiring such district to pay his tuition, is held unconstitutional.—Board of Education of Princeton High School Dist. No. 500 v. Board of Education of Wyand Community High School Dist. No. 510, 145 N. E. 169, Ill.

Under Park's annotated pol. code, supp. 1922, § 1437 (s), and the Georgia acts of 1919, p. 327, § 93, the county board of education may provide means for the transportation of pupils and teachers; "means for the transportation" contemplating vehicles or instrumentalities, and not merely money for such purposes.—McKenzie v. Board of Education of Floyd County, 124 S. E. 721, Ga.

Under the Georgia acts of 1919, p. 327, § 93, the county board of education may purchase trucks to transport pupils and teachers and pay therefor from public school funds of the county, derived from state or raised by county-wide taxation, as authorized by the constitutional amendment of November 2, 1920 (acts of 1919, p. 66).—McKenzie v. Board of Education of Floyd County, 124 S. E. 721, Ga.

County boards of education may purchase trucks to transport pupils and teachers from public school funds derived from state before making equitable distribution required by constitutional amendment ratified November 2, 1920; such expenditures, like those under the Georgia acts of 1919, p. 323, § 84, Park's annotated pol. code supp. 1922, § 1437 (i), not constituting part of the equitable distribution required.—McKenzie v. Board of Education of Floyd County, 124 S. E. 721, Ga.

### School District Property

Under the Maryland acts of 1918, c. 82, § 9, providing that the title of Baltimore county to any schoolhouses and lots, firehouses, or other public property situated within the territory annexed to Baltimore city should be vested in the city on a certain date, "other public property" meant property then in use for public purposes, and not property acquired for a schoolhouse, but not yet used for school purposes, and the county board of education retained title to such property.—Board of Education of Baltimore County v. Hartmann, 126 A. 88, Md.

Whether a contract by a school district for building, furnishing, and equipment costing \$50,897, is an ordinary expense or one of such permanent nature as to require a long term obligation to pay for it, is largely discretionary with the administrative board.—Duff v. School Dist. of Perry Tp., 126 A. 202, Pa.

### School District Taxation

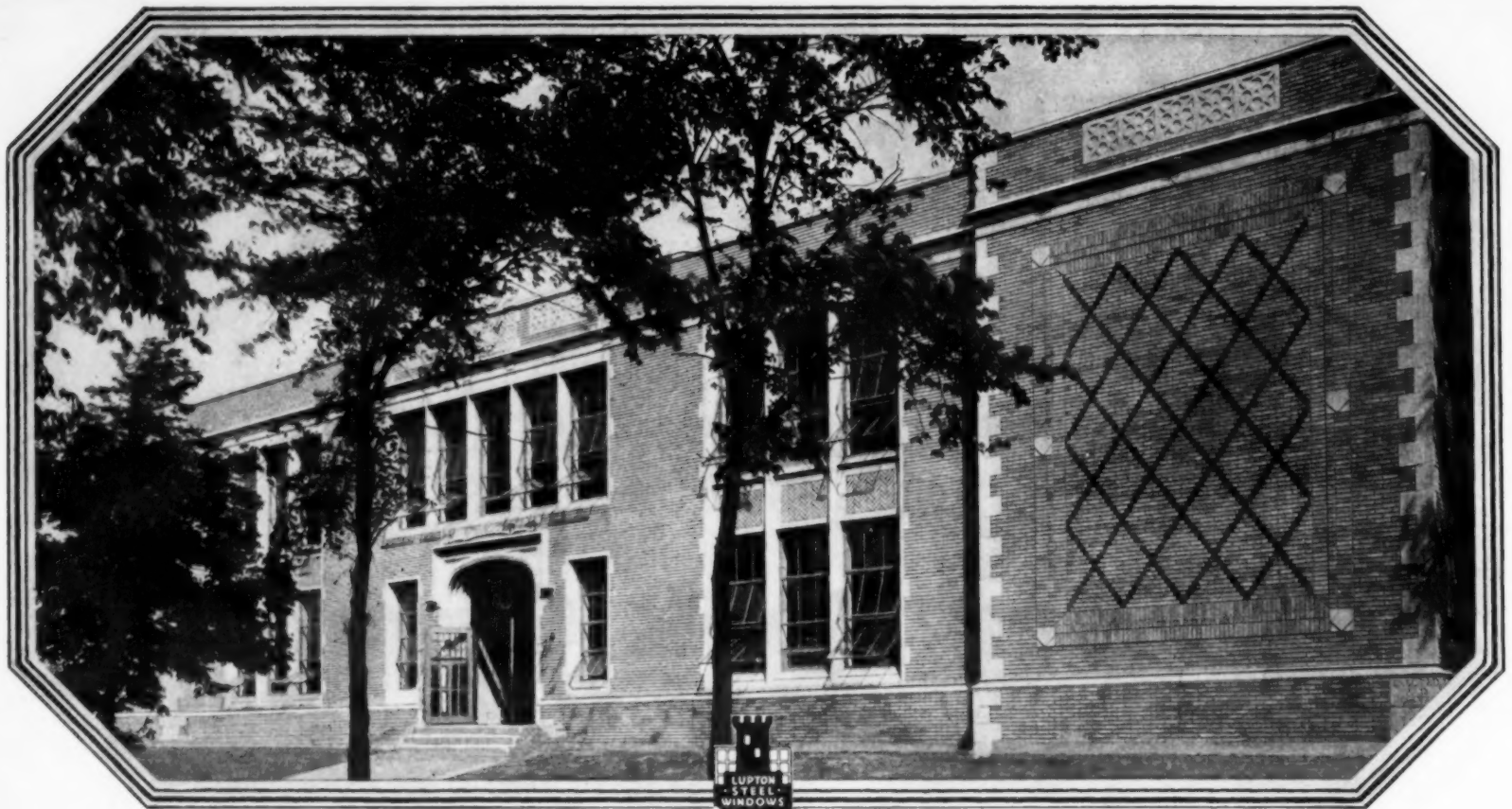
"School districts" are but agencies of the state to accomplish educational purposes ordained by the legislature, and act in such capacity in levying school taxes; hence to exceed the statutory maximum in levying taxes an enabling statute is necessary.—Duff v. School Dist. of Perry Tp., 126 A. 202, Pa.

Under the Pennsylvania school code, § 1210, par. 24, as amended by the act of April 28, 1921, § 1 (P. L. 328; Pa. state supplement of 1924, § 4986), permitting school districts to levy a tax in excess of the statutory maximum to pay the minimum salaries of teachers, and paragraph 19, requiring the commonwealth to pay 35 per cent of the minimum salaries prescribed for elementary teachers of certain districts, the district may levy additional tax equal to 65 per cent of minimum salaries only, but need not exhaust its levy for current expenses before making such special levy.—Duff v. School Dist. of Perry Tp., 126 A. 202, Pa.

### Pupils

Where directors of a school district awarded contracts for transporting pupils to sons of two of the directors, such contracts were not illegal, in the absence of interest of the directors therein, or of fraud.—Cunningham v. Union High School Dist. No. "0," 228 P. 855, Wash.





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### LAW AND LEGISLATION

—The county unit plan of school administration is under consideration in the state of Washington. Mrs. Josephine Corliss Preston, state superintendent, is opposed to the plan. She says that "the county unit plan is too drastic; it tears up by the roots, fails to utilize the old—starting all over again. Furthermore, the county unit plan destroys local initiative." Her alternative is to foster "community units" by the consolidation of weak districts. So far in this state, she says, more than 300 such units are consolidated and more than 40 high schools have been organized.

—The Oklahoma legislature is considering the repeal of the free textbook law. In discussing the proposal the Oklahoma Times says: "It has cost more than the early estimates indicated. The state failed to make sufficient appropriation, and is now confronted by a large debt to the book companies, which it is morally bound to pay. The books add to the cares and responsibilities of teachers, who had troubles enough before the law was enacted. This legislature is seeking opportunities to save the state's money. This measure affords one. If the state stops buying the books, the people must purchase them, of course, but many would prefer that arrangement, and there are few, indeed, who cannot afford the expense."

—The New York legislature is considering a direct tax for the support of the schools. At the present time the state pays to the city of New York \$600 per year for every teacher employed, and the balance of the teacher's salary, which in many cases runs into the thousands, is paid out of the city funds. Under the proposed plan, the state would pay to the city the whole salary, and all moneys above the \$600, which aggregate millions, could be allocated to some other use. The desire, as explained by Lieut. Gov. Lowman, is to prevent up-state cities going on the rocks financially, as they are facing the limit of their borrowing capacity and some have reached it. They want money for schools raised in some other way, just as New York is endeavoring to get an exemption of bonds for constructing subways.

—The question whether the governor or the state board of education shall appoint the state school commissioner is under consideration by

the legislature of New Jersey. Fundamentally the question is how to keep the office out of political logrolling, says the Newark News. It continues: "It is true, too, that the governor cannot, in the very nature of the case, be expected to be as conversant with the aims and needs of the state school system as the state board members, who serve for eight years and are, in effect, long-term custodians of a continuing and developing state educational policy. On the other hand, the principle of strict responsibility for appointment, which is pretty well grounded in our American governmental system, is, it may be argued, spread out pretty thin when ten persons share the responsibility. And it is also true that there can be politics within bodies of this size of the most intense sort, which has nothing whatever to do with party affiliations."

—At Davenport, Iowa, a pupil suffered a sprained ankle when she slipped and fell on an icy sidewalk at a school building. The parent has made a claim for damages. The school board contends that sand was strewn three times on the day the accident occurred and that damages cannot be collected unless negligence is proven.

—An attachment suit for recovery of \$12,500 has been filed against Clyde R. Blanchard, former secretary of the Berkeley, California, board of education, indicted on an embezzlement charge. Failure of Blanchard to turn over money received by him during his connection with the board is charged in the complaint. Previous charges against Blanchard set forth \$10,000 as the amount of the alleged defalcation.

—Real estate used for commercial or private purposes by persons who have leased it from educational institutions is taxable according to a recent decision by the court of appeals of Cincinnati, Ohio.

—The grand jury of Alameda county, California, criticizes the board of education of Berkeley. It says: "It has come to the knowledge of the grand jury of Alameda county that certain public officials are accustomed to avoid the physical labor of signing their names to documents by authorizing their subordinates to affix their signatures by the use of a rubber stamp facsimile. While this custom is allowable and even necessary in the case of purely proforma

authentication required in great numbers, we cannot too strongly condemn the practice as applied to negotiable instruments or monetary claims against the public treasury."

—A year ago the New York City board of education appointed Lucille Nicol, district superintendent of schools. While she was eligible under the rules of the board, it was alleged that she was ineligible under the state law. The matter was carried into the courts in order to restrain the state school commissioner from adjudging the legality of her appointment. The court has refused. This leaves the case clearly in the hands of Dr. Frank B. Graves, state school commissioner.

—The New York state conference of Mayors held at Albany in a declaration of principles stated: "We are unalterably opposed to any legislation making it mandatory for all cities of the state to adopt or accept the plan urged by educators which will place absolutely under their power, and unchecked, the control of school finances and the business administration of city school systems, with no corresponding responsibility to the taxpayers for the school tax burden."—This means that the school boards of the state now seeking financial independence will have the city mayors against them.

—A legal battle over a school board appointment has arisen at East Pittsburgh, Pa. It seems that the law requires that when a school board has failed within thirty days to fill a vacancy, that the same shall be filled by the court. The board appointed Daniel C. Mahoney. Certain citizens who favored David E. Roose, maintained that the thirty days had expired and that therefore the school board appointment was unlawful. The court has ordered the citizens to show cause why Roose should not be appointed.

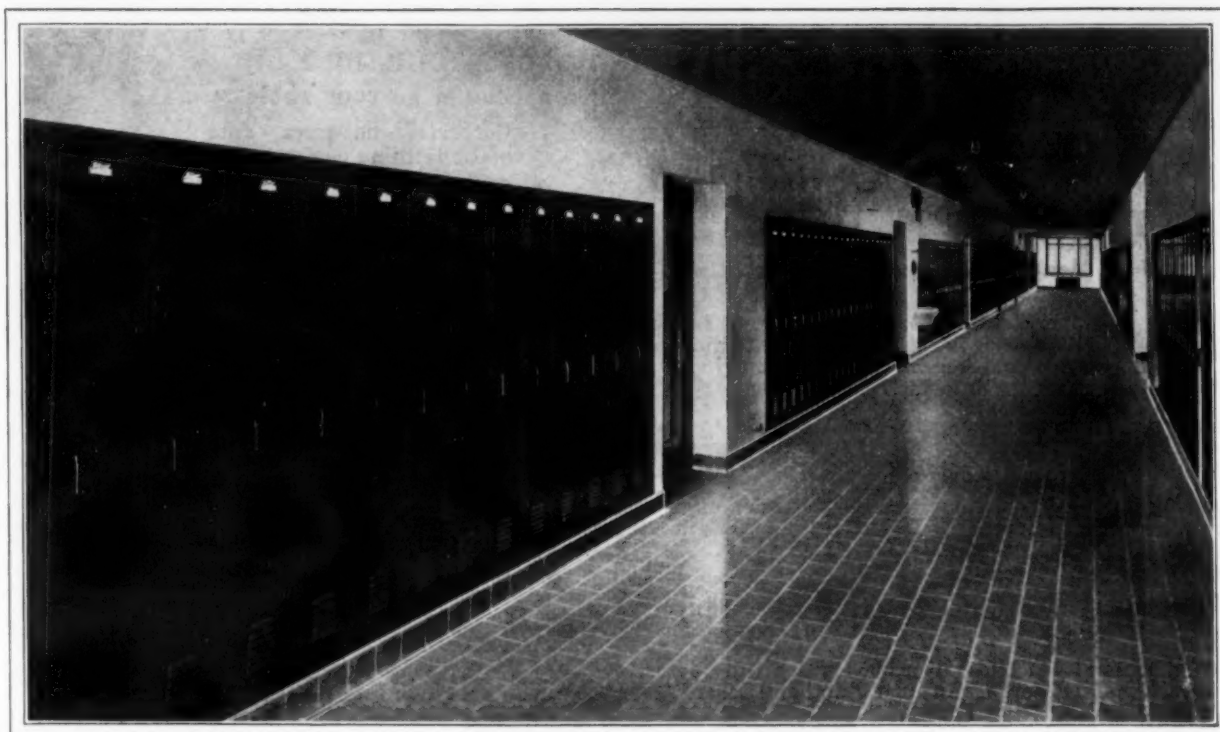
—The court at Easton, Pa., awarded \$5,000 damages to a pupil who was injured on the school grounds. The decision holds the members of the board of education individually responsible. It is expected that the supreme court will reverse the decision.

—The Oklahoma legislature is considering the submission of an amendment whereby the support of \$15 per school child will be advanced to \$16 and the funds may be raised from other than ad valorem taxes.

(Concluded on Page 80)



# LYON STEEL LOCKERS



## Steel and Tile

So long as steel and tile endure, this corridor in the William Notingham Jr. High School of Syracuse, N. Y., will be as orderly as cadets on parade and as easily kept clean as a piece of porcelain.

The builders planned it so and accordingly provided recessed Lyon Steel Lockers because of their known strength and durability.

The strong frames of Lyon Steel Lockers stay in alignment. The doors will not sag nor jam. The finish is lasting. The locks are trustworthy.

This method of providing locker accommodations is being widely used since the

strength and long life of Lyon Steel Lockers have become proverbial in the school world.

Can you think of a better way to provide clear corridor space and locker accommodations for over three hundred students than is illustrated here?

Should you have sufficient space that such use of the wall thicknesses be unessential, the durability of Lyon Steel Lockers of other types should appeal none-the-less to your judgment.

Let us give you details in keeping with your ideas. We may be able even to help with the plans. Write us about your needs.

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An installation of approximately 6,000 Durabilt Steel Lockers—harmonizing in finish with the beautiful faience tile wainscoting in the corridors and stairways of this fine school building—contribute their full share to the effectiveness of the interior color scheme.

The School Board not only gave careful consideration to the appearance of their locker equipment, but also saw to it that they secured maximum security, convenience and durability.

It was not necessary for them to simply base their decision on samples submitted as they already had several Durabilt installations in other Trenton Schools which had successfully withstood the hard use that school lockers receive.

The exclusive Durabilt features which made it the choice of the Trenton Board are the most advanced ideas in locker construction.

We would be glad to send you folder No. 5008 which fully describes Durabilt, "The Locker That Is More Than Just Another Locker."

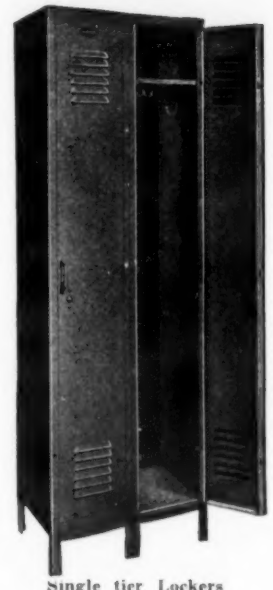
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Six good reasons why  
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- 2—Straight-lift, Stamped-steel, (not cast) Handle.
- 3—Five-knuckle, full-looped, double-wear "strap" Hinges.
- 4—Scientifically reinforced, rigid Door.
- 5—Extra heavy, countersunk riveted Door Frame.
- 6—Unusually large Ventilating Louvres.

*We are also manufacturers of steel storage and wardrobe cabinets. Send for Cabinet folder No. 5009.*

With the advantages of a highly specialized Sales organization of national scope and a modern factory most efficiently equipped for manufacturing Steel Lockers and Cabinets exclusively, we are fully prepared to render unexcelled service on your requirements. Phone our nearest Sales Office or write us direct at Aurora.



Single tier Lockers

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*Sales Offices in All Principal Cities.*

**"No Better Built Than Durabilt"**

(Concluded from Page 78)

—The attorney general of Wisconsin has decided that a high school district maintaining a high school within a union free high school district which has been duly established, but which does not maintain a union free high school district, is not required to admit pupils living outside the free high school district. Such a high school may charge tuition to the union free high school district. The amount charged may be determined by the board. The high school may collect from the union free high school district tuition for its pupils living within the high school district and also those living outside the high school district but within the union free high school district.

—The Cleveland, Ohio, board of education proposes the construction of a school administration building. The sum of \$500,000 in the form of a bond issue has been voted by the people. A question has arisen, however, as to the validity of the action and a bill has, therefore, been introduced in the state legislature to legalize the same.

#### ILLINOIS SCHOOL TAXATION CHANGES

—The Advisory committee to the Illinois Educational Commission proposes an amendment to the school revenue law. In a report the committee says: "The purpose of the proposed amendment is to permit the employment by the general assembly of various methods of taxation, or combinations thereof. The proposal as drawn will permit (a) classification of real and personal property with exemptions, (b) income taxation with classification as to amounts, and with exemptions, (c) the combination of classification of property with income taxation, (d) so-called severance taxes, and (e) other plans that the legislature may care to adopt. This broad power may be subject to abuse, but broad powers are necessary if tax conditions are to be improved.

"The limitations sought to be imposed are general in character. The notion is that such general limitations will protect any one group in the community against discrimination. For each group to attempt to obtain the form of taxation that it prefers and to impose the limitations desired for its own safety defeats the possibility of any amendment. The limitations

sought to be imposed by the proposed draft are the following:

"(1) Uniformity of taxation within each class created, whether for real or personal property or for income taxation; (2) territorial uniformity of taxation; (3) a single assessment machinery for such taxation as may be imposed on property by valuation; (4) a three-fifths vote of each house to exercise the broader powers of the proposed section."

#### SCHOOLHOUSE DEDICATIONS

—The New London district high school at Charleston, W. Va., was opened with dedicatory addresses by the following directors and teachers: Miss Florence C. Kuhn, county superintendent of schools; Lon H. Rogers, I. G. Mills, H. C. Zogg, members of the board of education; L. H. Oakes, its secretary; M. P. Loy, principal, and Miss Mary Ellen Roderick, Robert Bryan, Miss Catherine Carpenter, Miss Pauline Pratt, Miss Clara Smith, Miss Elizabeth Pratt and Miss Catherine Howe, teachers.

—The new Gorton high school at Yonkers, N. Y., was dedicated with appropriate ceremonies. Dr. Benjamin W. Stilwell, president of the school board, in an address gave the custody of the school over to Principal George L. Bennett. Dr. James T. Gorton, son of the late Superintendent of Schools Charles E. Gorton, in whose honor the school is named, presented to the school a portrait of his father, which was accepted by Richard S. Edie, vice-president of the Board of Education.

—The Briarwood school No. 13 near Clarksville, Tenn., was dedicated with addresses by A. W. Jobe, county superintendent and J. F. Davidson, county attendance officer.

—Miss Stella Buckmaster, principal, led the festivities attending the opening of the new Vickery Place school at Dallas, Texas. L. V. Stockard, supervisor of the Dallas high schools made the principal address.

—At the opening of the new auditorium connected with the Goodrich school, Cameron, Mo., J. Harry Hulsiger, secretary of the board of education gave an interesting history of the system.

—Mrs. E. C. Barnes, president of the board of education, and A. E. Hemstreet, superintendent,

have been appointed a committee to provide a program for the dedication of the new school at Corry, Pa.

—The new school at Chillicothe, Mo., was opened with addresses by President Brooks of the University of Missouri, President Uel Lamkin, Maryville State Teachers' College and President John Kirk of the Kirksville State Teachers' College.

—The new colored school at Newton, N. C., was opened with addresses by President James B. Dudley of the Greensboro College, S. T. Gadd and J. Yates Killian of the school board.

—The dedication ceremonies of the new school at Soldiers' Home Corner, Center Township, Indiana, was in charge of Tip Boxell. Albert R. Hall, county superintendent, was the principal speaker.

The new gymnasium of Petersburg, Ill., was recently dedicated. Judge F. E. Blane, president of the board of education, presided. R. C. Hiett, superintendent of the Greenview schools, was the leading speaker.

—Dedication exercises for the new \$70,000 Woodrow Wilson School, at Wauwatosa, Wis., were held on February 12th. A feature of the exercises was the presentation of a letter from Mrs. Woodrow Wilson, thanking the board for naming the school after her husband. The letter will be appropriately hung in the school, together with a portrait of the late president.

—A controversy over the payment of a wage claim of \$191.66 to J. E. Birch, for services as a teacher in 1923, has been decided by the third district court of San Francisco, Calif., in favor of Birch, and against the county auditor. The court in its decision, reversed the Superior court which had ruled in favor of the auditor at a trial some time ago.

—A bill has been introduced in the Missouri state legislature, changing the salaries of secretaries of boards of education in towns of less than 25,000 population from \$150 to \$330 per year. The bill also provides that the salary of treasurers shall not exceed \$50 a year, and that financial statements of schools shall be published or posted as provided under existing laws.



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## The Dependence of School Officials Upon the Specialist

The need, value and economy of securing the services of a specialist is now quite generally accepted in the school field. There is an increasing dependence on the part of school authorities upon the expert in every department of school government and school administration. Read the following letter from a superintendent of schools in a city of 10,000:

"It is necessary for (Name on Request) to project a school building to relieve present congestions. We have in mind a building probably of the unit type, the first part of which shall contain approximately sixteen classrooms with other rooms necessary to carry on an upper elementary and junior high program.

We wish to get in touch with reliable architects, experienced in schoolhouse planning and who have already achieved success in the production of modern schoolhouses."

The planning and construction of a school building to meet the needs of a small community, as well as the successful completion of a big city school building project, not only requires the specialist in school architecture, but involves expert services covering the following:

Heating and Ventilating  
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**E**IGHTY-TWO per cent of America's schools are built without proper consideration for firesafeness! Only 5% can be termed truly firesafe and 13% are semi-firesafe. These are the astounding facts revealed by investigations directed by the National Committee for Chamber of Commerce Cooperation with Public Schools and the American City Bureau.

Help put a stop to dangerous school construction methods. You are in a position to do so. Write for copies of "The Milcor Manual" and "The Milcor Guide" — two reference books which every School Board Member, Architect, Engineer or Contractor should consult. They will give you data on which to base your contentions for better construction.

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## SCHOOL BOARD NEWS

—Kansas City, Kans. The school board has asked the secretary to keep a close check on collections from fines, penalties, forfeitures of bonds, and other funds accruing to the school fund through the criminal courts. It was pointed out that no authority is given for compelling the collection of these funds, but the board is anxious to get all that is rightfully due the schools from this source.

—Under the will of Mrs. Eunice Lupton of Washington, D. C., the school board of Winchester, Va., is to be given a bequest of \$50,000. Under the will, Mrs. Julia H. Bull, a sister, is given the use of the fund during her lifetime. After her death, the money is to be divided, \$50,000 or one-half of the amount, going to the school board for use in teaching horticulture.

—Under a recent ruling of the Ohio Supreme court, school employees engaged in operating motor vehicles belonging to the school, do so without protection from the board of education. The school board, it appears, is without authority to protect employees who operate the cars, and employees cannot hold the board liable for consequences in case of accident. The drivers of the motor busses have not been able to evolve a plan for protecting themselves, or of insuring the property of the board against damage.

—The Court at Wilkes-Barre, Pa., in a recent decision, refused an injunction in the case of Dugan and others against the school directors of Forty Fort Borough, from awarding an electric contract to Frank Baldwin. The court held that the directors acted in good faith in awarding the contract, in the belief that the plaintiff was not the lowest responsible bidder, as that phrase is judicially defined. The evidence failed to show that the board was actuated by any corrupt or improper motive, in failing to give the contract to the lowest bidder, or the plaintiff in the case. The board's action, it was

pointed out, was in good faith, with honest motive, and was prompted by experience with the plaintiff upon another occasion, leading to the conclusion that the plaintiff was not the lowest responsible bidder.

—The school board of Newark, N. J., has asked for a modification of the recent opinion of Attorney General Katzenbach that principals sending boys out on safety patrol work are liable in case of injuries. Following the rendering of the opinion, it developed that principals hesitated in assuming the responsibility the ruling placed upon them. The board has been asked to adopt a plan of indemnifying principals against loss in case of injuries to pupils.

It was brought out that in Newark the regulations governing the patrols are safe and sane and that there appears to be little danger to the patrols. The patrol system has been well developed, covering an experience of seven years, and the plan has been adopted in a number of other cities.

—Goshen, Ind. Twenty-two high school students, members of two Greek fraternities, have been ordered by the school board to withdraw from classes. The order came as a result of an Elkhart Circuit Court grand jury report issued following an investigation of the use of liquor at society dances. The state law forbids public-school students from holding membership in a fraternity and the board insists on a strict enforcement of the law.

—Portland, Me. The finance committee of the board has appointed a special committee to formulate a uniform inventory system for school property.

—Cleveland, O. In the face of protests of parents, the school board has upheld a ruling that girls must not dance with girls at social center dances. Nine girls had been ordered from the dancing floor for dancing among themselves, and the board upheld the school officials.

—Depression of earth caused from a mine shaft under a school in Henryetta, Okla., has been made the basis for a suit in the federal court. Suit was brought by the school board against the Crowe Coal Company on the ground that the building was being damaged and the lives of the pupils endangered because of the sinking of the ground.

—Oshkosh, Wis. Upon the advice of the local health officer, the school board has issued

an order calling for the voluntary vaccination of pupils in the schools, and all persons coming under the jurisdiction of the board. The action was taken as a precaution against a possible epidemic of smallpox.

—Schenectady, N. Y. The school board has adopted a program to overcome deficiencies in the heating and ventilating system, and to effect a substantial reduction of the fuel bill. The board has approved changes in six school boilers at an estimated cost of \$3,000. It is also proposed to conduct tests of coal to determine the heating content of the fuel furnished the schools. In all cases, it is required of contractors that they furnish fuel up to the specifications set in the contract.

—Syracuse, N. Y. The rule of the board forbidding smoking in buildings used as polling places has been upheld by the courts.

—Buffalo, N. Y. The school board has prohibited all prize essay contests. Objection was made to the contests because they were too numerous and took too much of the pupils' time.

—The organization of a school board association, composed of members of county and city boards of education, has been proposed by the Alabama Educational Association as a means of better support in promoting educational activities in the state. It was pointed out that a similar organization in Virginia had been responsible for establishing better educational methods and raising the standards of Virginia schools.

—Davenport, Ia. The school board recently refused to close the schools on February 12th, Lincoln's birthday. It was pointed out that too many holidays are not good for school children and that they are better off in the classrooms. Appropriate exercises were held in each school in place of a holiday.

—Under a decision handed down by the Colorado state board, colored students in high schools may not attend dances with white students where separate dances or other entertainments have been provided. The state board dismissed an appeal from a recent order by Supt. Jesse Newlon of Denver, in which he declared colored students were not discriminated against in high schools. It became necessary to provide separate entertainment because of clashes on the dance floor.



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—Under a recent decision of Assistant Commissioner of Education C. J. Strahan of New Jersey, the school board of Paterson has been called upon to pay back salaries and reinstate sixteen employees amounting to \$13,000. It is possible an appeal may be taken by the board of education. The decision closes a controversy which had prevailed as far back as 1923.

The back salaries owing Misses Noonan and Arnot amount to \$200 each or a total of \$400; Attendance Officers Victor Ghesquier and Frank Mobius, \$1,500 each or a total of \$3,000; three school janitors at \$1,200 each and five janitresses at \$1,200 each or a total of \$9,600, bringing the grand total of back salaries up to the \$13,000 figure.

—The school commissioners of Burlington, Vt., have begun mandamus proceedings in the Vermont Supreme court, directing the mayor to sign a bond issue for a junior high school. The school board claims that the mayor has exceeded his authority in refusing to sign the resolution. The mayor, on his part, claims the expenditure is unwarranted.

—Sturgis, Mich. The school board has received a gift of \$2,000 from the Harmon foundation to be used for the purchase of a municipal playground. This is the sixth city to be awarded a gift from the playground fund of the Foundation.

—New York, N. Y. A move to outwit school politics is seen in the recent action of President George J. Ryan of the board of education, in supporting a plan for allowing the superintendent to nominate his associates. The suggestion originated with the school survey committee, of which Dr. William H. Allen is head, and President Ryan approved it and placed it before the board of education.

This is a distinct departure from former methods under which superintendents have been elected during the Hylan regime. Formerly the board of education was responsible for filling these positions and it was frequently charged that they were used for political patronage.

Under the new method, six points will be followed by future boards. The board must see to it that the office seeks the man; it must ask the superintendent to indicate the exact field of administration that is open; it must ask the superintendent to search the school system for those having the best qualifications; the super-

intendent nominates the man, giving the basis for his choice, and then nominates a candidate for second choice. In case the board rejects both candidates, he must continue to nominate until he presents a candidate that the board will accept.

—A decision empowering the Kansas City, Kans., board of education to appropriate private property for school purposes under the right of eminent domain, has been handed down by the district court of Wyandotte County. The court acted on an application of the board as to its right to appropriate private property.

—The school board of Pittsfield, Mass., has gone on record in favor of a pension system for attendance officers, similar to the system for teachers. A bill is now pending in the state legislature looking toward this end.

—Syracuse, N. Y. Provision for a census of all children of school age has been made in the 1925 budget of the school board. The last census was made nearly eight years ago, and there are no figures available to show the exact number of children who should be in school.

—Grand Rapids, Mich. The board has discontinued the giving of diplomas to eighth grade graduates. Pupils who desire to leave school on completion of the junior high school will be presented with certificates of credit.

—Attorneys acting for the parents of 46 school children in Mason City, Ia., have begun action in court, contesting the right of the school and health authorities to require vaccination of pupils. The complainants contend that the school board has never adopted a rule that vaccination is necessary for children entering school.

—Bay City, Mich. The school board has adopted a rule limiting the use of the Central high school auditorium to school and educational purposes. The board found that the indiscriminate loaning of the hall caused damage to the room and cost money for repairs and upkeep.

—District Commissioners of Washington, D. C., would be precluded from handling the school budget under the provisions of a school reorganization bill prepared by the board of education and submitted to chairmen of the senate and house district committees by Mrs. Lillian Y. Herron, chairman of the committee on legislation of the school board. By preventing the commissioners from handling the budget, it is

believed the school board will be given increased appropriations. Formerly, it has not been unusual for the commissioners to lop off \$2,000,000 and even \$3,000,000 from the school budget before submitting it to the budget bureau.

—The Supreme court of Washington has granted the school board's writ of prohibition against the Superior court in the case of Peter Tonkoff, who sought reinstatement in school classes. Tonkoff was suspended by the superintendent of Yakima for conduct unbecoming a student.

—A township and village school board association has been organized in Franklin County, Ohio, with the election of N. D. Kern as president, and C. G. Smith as secretary. The organization has been formed to promote a better and closer relationship in rural schools.

—Open board meetings are advocated at Brookline, Mass., by Dr. Stephen H. Roblin. The Chronicle of that city, in commenting on the proposal, says: "Speed the day when individual members of the school committee will have the courage to stand up and be counted for or against a measure. The questioning of a parent in regard to a pupil in a strictly private matter, the questioning of a teacher or principal in regard to curriculum or discipline—all these should be considered in executive session. But there the executive session should end. We venture to suggest that if the open door policy is adopted, we shall have a committee that really is capable of independent thought and judgment; committee men and women who do their own thinking, not a committee that under cover of a so-called unanimous vote chooses to swim or sink as a whole rather than indicate that there is at least one or more members who have the moral courage to speak out their minds and state how they actually would vote on a measure."

—The state legislature of Delaware has been called upon to determine whether the city council or the city board of education shall have power to levy and collect school taxes. The school board of Wilmington has prepared a bill which takes away from the city council the power to levy school taxes, giving this power to the board. The bill also makes it mandatory for the council to appropriate to the board the amount of money asked for. On the other hand,

(Continued on Page 86)





HIGH SCHOOL AUDITORIUM  
LOCKLAND, OHIO

Largely as the result of ten years' service in this building, Marbleloid has been adopted for school buildings by the Board of Education, Cincinnati.

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April 13, 1922.

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Your letter of the 7th inst. reached me at my present connection.

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Yours very truly,

*R. H. Hannaford*

WFB-117

# 10 YEARS AGO

**IT** Was, From Date of this Letter, that MARBLELOID FLOORS  
Were Installed in Lockland, Ohio, High School. They are Still  
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and expensive upkeep. Absence of special foundation or removal-of-old-floor expense where worn out floors are to be re-surfaced. Choice of colors.

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The Universal FLOORING  
for Modern Schools

Marbleloid will meet school requirements in all ways — that is why so many grade, high and preparatory schools now have these floors. Costs but a trifle more than best grade of linoleum. Costs less than terrazzo, tile, and wood when ultimate cost is taken into consideration. Costs less than one-half than that of many of the ornate types of flooring offered on the market.

*Write for Illustrated Floor Book,  
Samples, List of School Users, Etc.*

**THE MARBLELOID COMPANY, 465 Eighth Avenue, New York**

# CLEAN FLOORS

## *The Mark of the Modern School*

The up-to-date, fireproof school building is supposed to be a model of cleanliness. But even though it be scientifically designed for fresh air, plenty of light and modern sanitation, no school building is really sanitary unless the floors are clean,—scrubbed electrically.

It takes FINNELL Electric Scrubbing to get CLEAN FLOORS economically. At El Vernia College, in Chicago, a No. 20 FINNELL SCRUBBER keeps the new terrazzo floors as spotlessly clean as when they were laid. A smaller FINNELL SCRUBBER gets floors clean in the school rooms, going in the aisles and under the desks. A FINNELL Mop Truck enables the lone janitor to mop up quickly and efficiently.

There is FINNELL Equipment the right size for any building. Five models of Scrubbers; three models of Mop Trucks. Can be obtained separately or in combination. Write for free booklet, "Electric Scrubbing," and full information about the FINNELL SYSTEM.

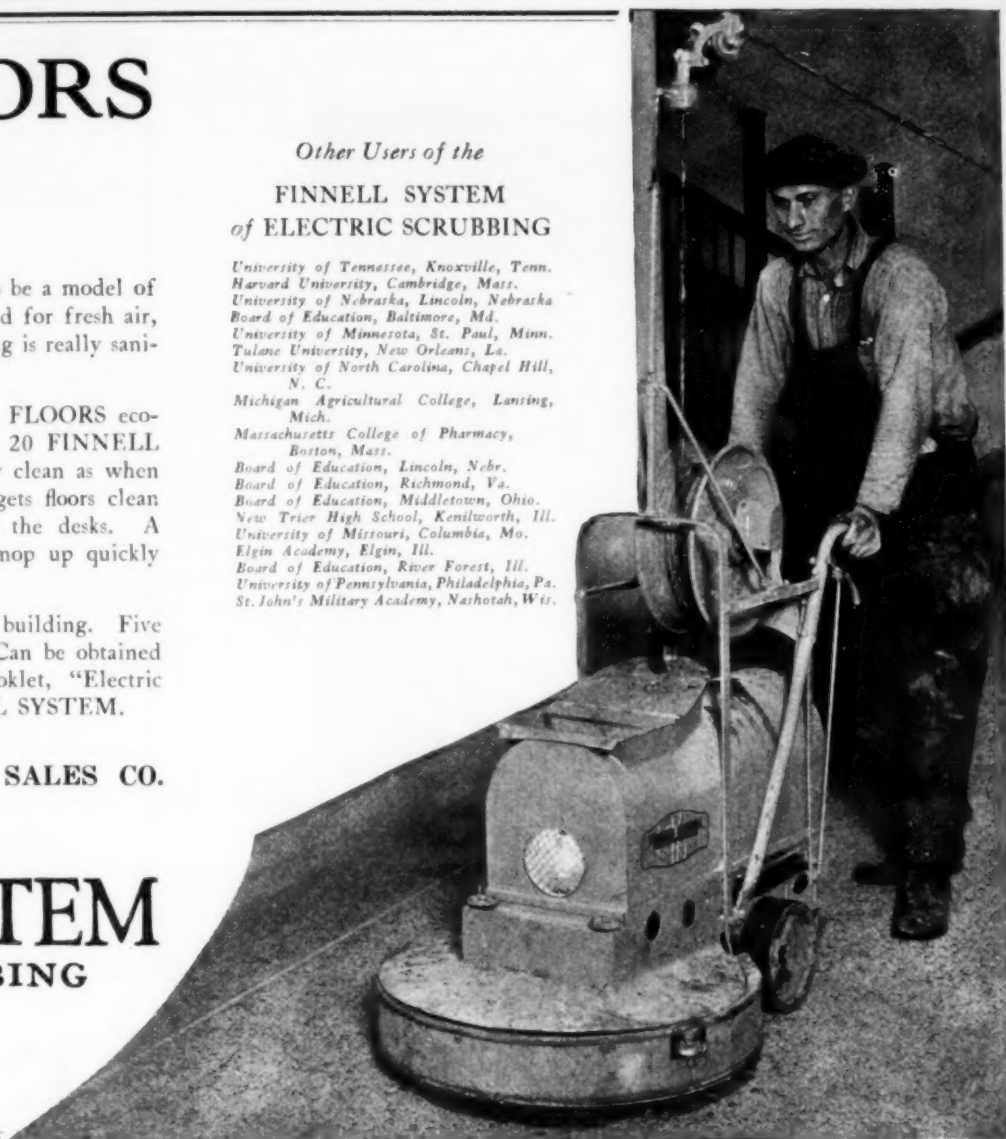
AMERICAN SCRUBBING EQUIPMENT SALES CO.  
Hannibal, Missouri

## FINNELL SYSTEM OF ELECTRIC SCRUBBING

*A motion picture demonstration of the FINNELL SYSTEM method will be arranged in your office upon request.*

### Other Users of the FINNELL SYSTEM of ELECTRIC SCRUBBING

University of Tennessee, Knoxville, Tenn.  
Harvard University, Cambridge, Mass.  
University of Nebraska, Lincoln, Nebraska  
Board of Education, Baltimore, Md.  
University of Minnesota, St. Paul, Minn.  
Tulane University, New Orleans, La.  
University of North Carolina, Chapel Hill, N. C.  
Michigan Agricultural College, Lansing, Mich.  
Massachusetts College of Pharmacy, Boston, Mass.  
Board of Education, Lincoln, Nebr.  
Board of Education, Richmond, Va.  
Board of Education, Middletown, Ohio.  
New Trier High School, Kenilworth, Ill.  
University of Missouri, Columbia, Mo.  
Elgin Academy, Elgin, Ill.  
Board of Education, River Forest, Ill.  
University of Pennsylvania, Philadelphia, Pa.  
St. John's Military Academy, Nashotah, Wis.



(Continued from Page 84)

the city council has also prepared a bill, amending the school laws providing, among other things, that the power to levy and collect school taxes shall remain with the council, and eliminating the naming of any tax limit.

—Boston, Mass. Under a new city charter, the present school board goes out of office in a few months. A new committee will be chosen next November.

—A writ of mandamus has been filed in the Supreme Court of Middlesex County, Mass., asking that the town of Arlington be compelled to comply with the provisions of the physical culture law requiring a complete physical examination of each child once a year.

—Saginaw, Mich. The east side board of education has adopted an amendment to its by-laws, combining the offices of secretary and treasurer. Under the new plan, there will be three offices, namely, president, vice-president, and secretary-treasurer.

—The school board of District No. 38, Webster County, Ia., in carrying its case to the Supreme court, insists that school teachers must prove in court that their services are satisfactory before they may recover damages. Harry F. Maxon was dismissed from the service of the schools after four months' work on the ground that he was incompetent. Maxon sued for the five months' salary remaining and lost in the lower court.

—The movement of the board of education of Wilmington, Delaware, to secure financial independence from the city council is discounted by the Journal of that city. It says: "We imagine that the city council, the most representative official body, will not fail to make its influence felt when the bill designed to strip it of its influence is up for discussion. The program of the school board is not high-minded but high-handed."

—Upon the reorganization of the Omaha, Nebr., board of education the News of that city suggests open discussions on school policies. It says: "In all public matters and in all business of an official nature, there is nothing so conducive to splendid public service as a policy of fighting out every question from the beginning to the end in an open forum, where the people—those who are footing the bills and for whom any particular service is being arranged—can

see and hear all about it. The incoming school board will act wisely if they take this tip which we offer to them."

—The board of education at Bowling Green, Ky., has under consideration the non-resident tuition problem. The schools are crowded and the non-resident pupil constituency is growing. The News of that city says: "Some people who live outside the urban boundaries are moving to the city for the winter to get their children in school and expect to have them educated without cost when as a matter of fact their legal residence is in the country. In summer they go back to their real homes in the country. They are as a matter of fact not bona fide residents of the city and should expect to pay tuition."

—Civil employees of the education department of New York City schools face further trouble over salaries. Recently, they won a court action over the right of the board to fix salaries at rates at variance with the grades established by the civil service commission.

The civil service commission has now stepped in and refuses to certify payrolls of individual employees securing compensation beyond the grade limit fixed by the school board. The controversy is over the action of the board increasing salaries over and above the grades established in accordance with the law of 1920.

—Grayson M. Gruber, expert accountant for the Hagerstown, Md., board of education, has mysteriously disappeared. His books are in good condition. His friends believe that he is a victim of amnesia.

—A bill providing for the creation of a county board of education, to which will be given such rights, powers and duties as are now vested in township trustees in Indiana has been introduced in the state senate by Senator C. S. Steele of Knox. The bill, known as the rural education measure, provides that taxation shall be levied on the wealth of the entire school county for the support of the schools. School cities and towns of more than 5,000 population are not included in the measure. The passage of the bill would make a great saving in school funds and would effect improvements in the type of work done in the rural schools.

—Boards of education in cities of the first, second and third class in Kansas would be com-

pelled to publish a full account of their proceedings within two weeks after a meeting, under a bill introduced in the state legislature by Senator Call of Labette. The measure is directed against secret sessions and provides for the publishing of the minutes of all executive meetings.

—A bill recently introduced in the Delaware legislature provides for the levying of taxes for school purposes up to ten cents on each \$100 of realty assessments as assessed and determined by the county assessors for county purposes. Under the present law, local school boards may levy and collect taxes up to five cents on each \$100 of realty assessments, after a referendum approving such levy.

—A bill to abolish the present state board of education of Iowa and to create a board of three members has been introduced in the state senate by Senator Brookhart. The members of the board would assume all the duties of the present board and would be expected to devote their time to the supervision of the state colleges and universities. Under the bill, each member would receive a salary of \$4,500 annually.

—The lower court at Mason City, Ia., has recently rendered a decision in which it holds that the action of the Manly school board in ordering vaccination for every pupil was entirely legal. The opinion of the court is that even though no emergency exists in a locality, the board's action in making vaccination compulsory is wholly within the rights of that body. The case will probably be carried to the Supreme Court.

—The entire school board at West Conshohocken, Pa., has been dismissed by the Common Pleas Court for neglect of duty in failing to provide teachers and equipment and in condoning irregularities. The court has appointed an entire new board to fill out the unexpired term of the dismissed members.

—Dr. Frederick L. Bogan has been reelected president of the school board of Boston. Mr. William G. O'Hare was elected treasurer of the same body.

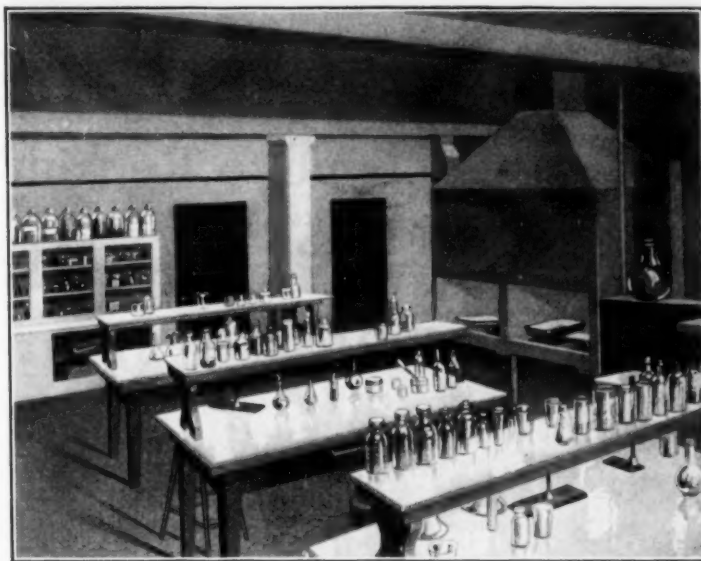
—Monroe, Mich. The school board has devoted a part of the trust fund left by the late Mrs. Elizabeth Manning Sill to work among crippled children of the city. Mrs. Sill left to

(Continued on Page 89)





Vitrolite saves labor in the cafeteria. These counters and table tops in the East Side High School, Cincinnati, Ohio, are kept clean and permanently beautiful with a damp cloth.



Vitrolite will not stain or discolor. Nothing gets under its non-porous surface. Ideal for the laboratory.

# Modern Vitrolite Surfaces in the modern school

There are few types of buildings which require more thought about sanitation and cleanliness than the modern school or college. Beautiful, clean surroundings are as necessary as good textbooks.

That's why Vitrolite is being used so extensively in modern educational institutions all over the country.

Vitrolite surfaces keep their lustrous beauty—on the walls and ceilings of corridors and toilets—and in the showers and cafeterias—the gleaming whiteness of Vitrolite never loses its original purity. It remains new.

**CLEAN!** There is nothing so easily kept clean as Vitrolite. A damp cloth removes every particle of dust and dirt. Nothing can get under its smooth non-porous surface.

*Vitrolite is an absolutely non-porous material, in slab form of various sizes. It is composed of minerals that form the hardest rocks. Fused under tremendous heat it becomes as hard as steel. It is as smooth as crystal and as strong as granite. Once installed you will never have to redecorate or repair. It will always look spotless.*

That is why Vitrolite table tops for the lunch rooms and laboratories are so popular.

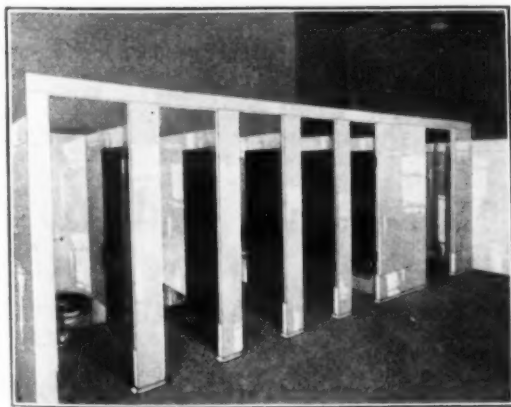
And Vitrolite lasts forever. It cannot crack, craze or become dull or stained. Once installed repair bills cease for all time.

Vitrolite comes in slabs of various sizes up to 5 feet x 10 feet. Colors are gleaming white, rich ivory, jet black or jade. Many beautiful combinations can be secured by

using two or more of these plain colors. Unusual and distinctive designs in colors can be worked on to the surface of Vitrolite.

Vitrolite is the ideal material for the walls of school buildings.

Write us for a list of prominent school installations.



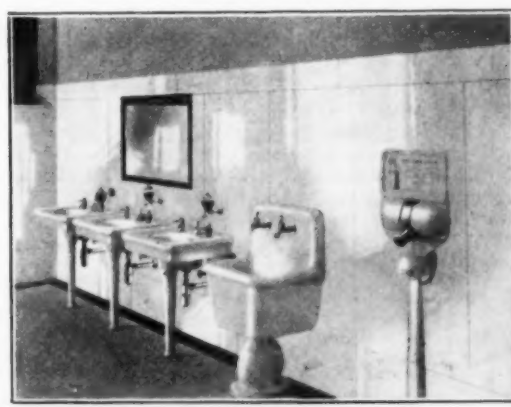
A toilet in the Cobb-Cook School, Hibbing, Minnesota. These Vitrolite surfaces cannot be marred or scratched.



Vitrolite table tops cannot absorb anything. Always clean and new. These tops come in various sizes and in any of the four colors—white, ivory, black or grey.

## VITROLITE

Better Than Marble



A damp cloth thoroughly cleanses Vitrolite Walls. They cannot become dull or discolored.

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THE VITROLITE COMPANY

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Atlanta, Baltimore, Brooklyn, Boston, Buffalo, Cincinnati, Cleveland, Columbus, Dallas, Denver, Detroit, Kansas City, Los Angeles, New Orleans, New York, Omaha, Philadelphia, Pittsburgh, Portland, Roanoke, San Francisco, Seattle, Springfield, Mass., St. Louis, St. Paul, Tulsa, Montreal, Toronto, Havana, London, Manila, Osaka, Mexico City, Shanghai

## Spring Vacation Is a Good Time to Repaint Concrete Floors



An inspection of your buildings will probably show a number of floors that need painting or varnishing. When your school is closed for the Spring vacation, it is a good time to do this work, as it gives the floor plenty of time to dry thoroughly before it is walked upon.

You'll find that Floorkote is fine to use on concrete floors. (For wood floors use Eric Floor Paint, One 19 Floor Varnish, or Waxolene.) Floorkote penetrates deep into the pores, taking a firm hold and at the same time it builds up a tough, durable, glossy finish on the surface. Floorkote is now favored by a great many schools because of its fine appearance and wearing qualities.

Floors enameled with Floorkote are easy to keep bright and sanitary, because they are highly resistant to hot and cold water and frequent cleaning. Floorkote also prevents the floor from wearing down from the friction of walking upon it.

The coupon below is for your convenience in asking for complete facts about Floorkote. You may also be interested in some of the other items for use during your Spring vacation. We sell direct to public and private schools.

The Tropical Paint & Oil Co., 1228-1270 W. 70th St., Cleveland, O.



The Tropical Paint & Oil Co.,  
1228-1270 W. 70th St., Cleveland, Ohio.

Yes, I'd like to have color cards and prices on the items checked below:

- |  |   |
|--|---|
| <input type="checkbox"/> Floorkote—For concrete floors   | <input type="checkbox"/> One 19 Floor Varnish—Produces a tough, durable finish  |
| <input type="checkbox"/> Tocotone—A flat wall finish   | <input type="checkbox"/> Eric Floor Paint—For wood floors                       |
| <input type="checkbox"/> Toconamel—An enamel in colors for walls and ceilings                            | <input type="checkbox"/> Waxolene—A floor dressing with disinfecting properties |
| <input type="checkbox"/> Tropical Cleaner—An economical cleaner for floors, windows, walls and ceilings. | <input type="checkbox"/> Roofkoter—A semi-liquid roofing cement                 |

Name.....

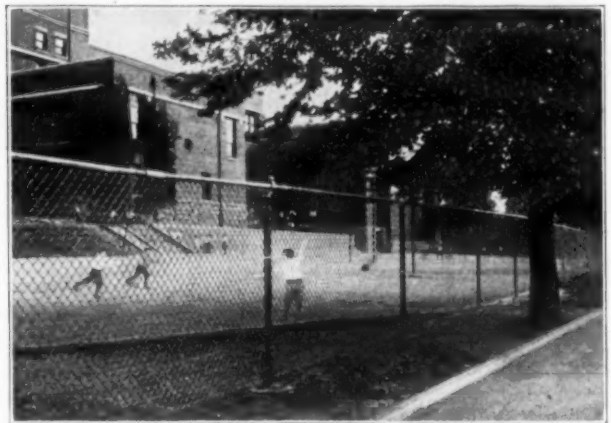
School.....

City..... State.....

3/25

## Positive Protection for Pupils and Property

Safeguard the lives of your pupils with non-climbable PAGE Fence. Keep them within bounds during play hours—off the street with its traffic dangers, away from questionable characters. School property is safe, too. PAGE Fence positively bars the vandal and intruder—prevents short-cutting across lawn and flower-beds—enables development of landscaping plans—general improvement of grounds and buildings.



### PAGE is the ideal school fence

Sturdy, durable, with an elasticity that prevents injury to children, PAGE is by far the most effective school fence. Many cities are adopting it as standard throughout their entire school and playground systems.

The cost is lower, too, when length of service is considered. A super-heavy zinc coat applied after weaving, approximately 5 times heavier than that on ordinary fence wire, insures rust-resistance, long life, low cost per year.

Plan now to fence your schools with PAGE. A Distributor near you will furnish plans and estimates promptly. Write for his name, and for the illustrated PAGE Fence Book showing typical school installations. No obligation—address:



**Page Fence and Wire  
Products Association**  
211-A N. Michigan Ave., Chicago, Ill.

Distributing wire link products made by the  
PAGE STEEL and WIRE COMPANY, Bridgeport, Conn.  
District Offices—Chicago, New York, Pittsburgh, San Francisco  
An associate company of the American Chain Co., Inc., of Bridgeport, Conn.

# PAGE PROTECTION FENCE



## The advantages of a RUBBERSTONE floor

# Durability

RUBBERSTONE tile flooring wears and wears and wears. Yet after years of hard usage, there is no perceptible effect from the grinding of countless feet day in and day out.

There are real reasons for this—Our skilful blending of Nature's products (high grade asphalt, para rubber and asbestos fibre) with non-fading coloring pigments, produces a floor that is wear resisting, non-porous, non-absorptive and uniform throughout its entire thickness. Water and cleaning compounds as well as most acids and alkalies have no effect on it. Matches and cigarettes, etc., do not leave permanent stains.

Rubberstone tile will not shrink, turn up at the corners or come loose from the floor.

Practically imperishable and standing up under the most trying of conditions, Rubberstone is truly a DURABLE floor.

We are always glad to send samples and give full information with definite costs for your requirements, without any obligation.



Page 496

### RUBBERSTONE CORPORATION

Executive Offices

1400 Broadway, New York

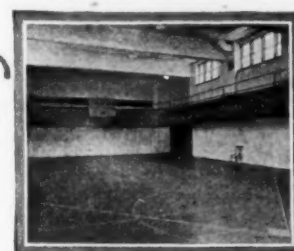
Chicago

Distributors in Principal Cities

Philadelphia

# RUBBERSTONE FLOORS

FOR PERMANENCE

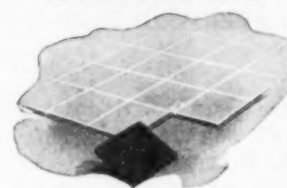


A Rubberstone Floor

Gymnasium  
University Baptist Church  
Minneapolis

Hewitt & Brown, Architects  
Minneapolis

### RUBBERSTONE A TILE FLOORING



#### DESCRIPTION

RUBBERSTONE Flooring is made in tile form by the skilful blending of high grade asphalt, asbestos fibre, para rubber and non-fading coloring pigments.

Furnished in tan, olive green, terra cotta red, dark brown and black.

The tile comes in four sizes: 6" x 6", 12" x 12", 12" x 24" and 12" x 36", either 1-8" or 3-16" thick.

(Continued from Page 86)

the board a fund of more than \$4,000, the income from which was to go toward the care of needy and sick children of poor families. Some of the income is being devoted to the purchase of milk for children in the schools.

—Newark, O. The school board has discontinued the spring vacation for the present year in order to complete the school term on time. The usual two-week vacation period was allowed during the holidays.

—Chicago, Ill. The school board has begun a survey of all textbooks used in the high schools, preparatory to replacing a large number now in general use. It is believed that fully fifty per cent of the books will be replaced with other preferred texts.

—Lowell, Mass. The school board has refused increases in salary to teachers and janitors, claiming that the industrial and business situation do not warrant such increases.

—The Supreme court of Massachusetts in a case involving the school teachers of Peabody and the Peabody city council, has ruled that salaries fixed by school boards must be provided by the city or town authorities. The court held that the only supervision the city council might exercise over the school board is to vote to close schools after they have been kept open the legal length of time. Boston schools are not affected by the ruling since money for them is appropriated by the state legislature, rather than by the city council. The teachers brought action in the court seeking to compel the council to provide money for meeting increases in the salaries of instructors.

—Members of the school board of North Little Rock, Ark., and contractors for the school building program were guests at a banquet, given on January 23rd at the local high school. The board agreed to accept and pay for four new school buildings.

—The recent verdict of \$5,000 against the members of the Easton, Pa., school board has caused the resignation of Herbert D. Randall, whose term would have expired in 1927. The members of the board were involved as individuals in a suit for damages brought by Frank Gerstner, whose son was injured while playing on school property. Mr. Randall, though not a member at the time the Gerstner boy was in-

jured, said he preferred not to take a chance with a similar occurrence in the future.

—A bill introduced in the Massachusetts legislature asks that corporal punishment be not administered to children under 10 years of age, nor to female children. In the opinion of school authorities, the whole tenor of the bill is wrong, and it should be defeated.

—Failure of school board members to qualify for office does not affect the validity of the board's acts, according to State Supt. C. N. Jensen of Utah. The question arose as a result of the discovery that the president, vice-president and clerk of the board of Uinta County had failed to qualify by filing bonds. On the other hand, it was held that failure to qualify might lay the board open to prosecution for removal from office.

—Taxpayers should show more interest in school affairs, in the opinion of F. A. McCornack, president of the board at Sioux City, Ia. Mr. McCornack pointed out that the board apparently has the support of the public and that the schools are being run as the people want them run. He holds that taxpayers should display the proper amount of interest in board meetings and should bring their complaints to the board.

—Spokane, Wash. Under a new rule adopted by the school board, no grade school girl graduate's dress may cost more than \$3. The dress must be made by the girl herself and its style must be decided by the class of which she is a member.

—The city council of Denver, Colorado, has decreed that all school children be vaccinated. The school authorities have no discretion in the matter. They must exclude from the schools all children who have not complied with this ordinance. Then if the child excluded has not completed the eighth grade or is less than sixteen years of age, the parents of that child must be reported for contributing to juvenile delinquency.

—A bill has been introduced in the Nebraska legislature, calling for the nomination of members of the Omaha board by district, and their subsequent election by the city at large instead of the present plan. The bill requires that two candidates shall be nominated in each of the

twelve wards by residents, one of whom shall be elected by the city at large.

—Cleveland, O. School board members have been notified it is illegal to print and publish a book of industrial mathematics for ninth grade pupils who are having difficulty with the regular course. The board is seeking a way out of the difficulty.

—Pottstown, Pa. The school board has adopted a policy of dropping from the class rolls non-resident pupils whose tuition bills are in arrears.

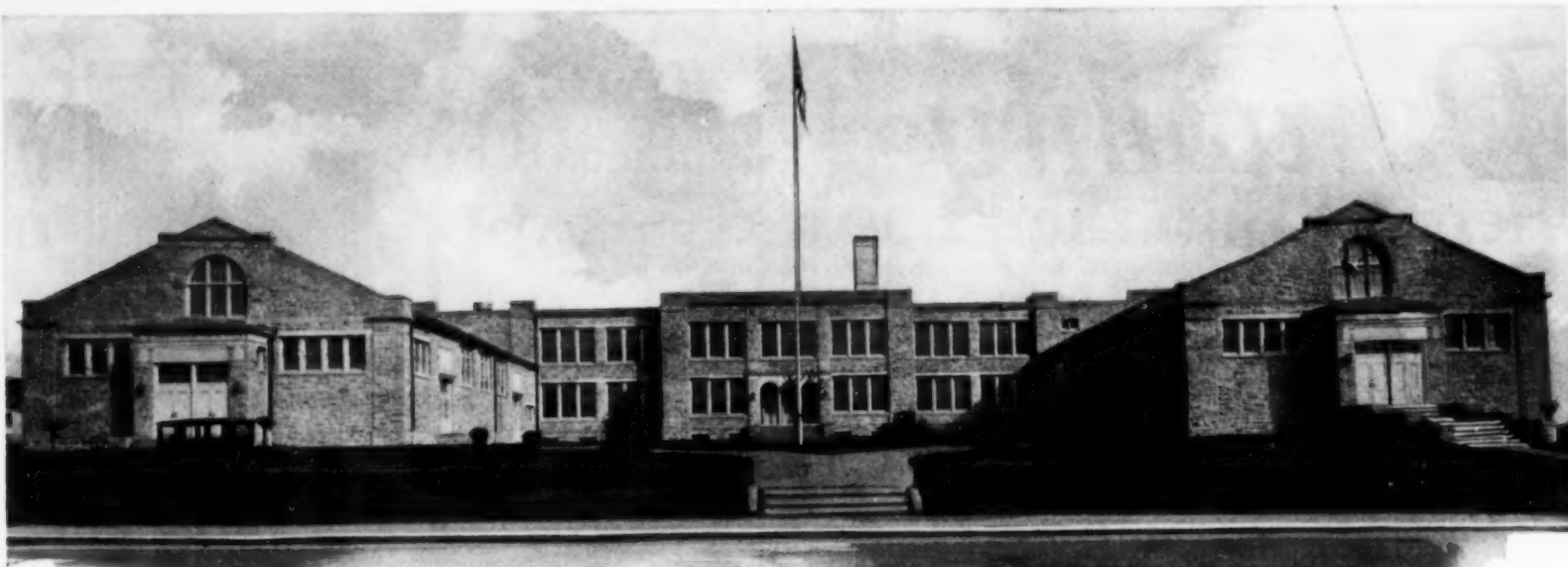
—The board of education of New Bedford, Mass., has been deadlocked over the election of a vice chairman. The candidates were Fred W. Steele and Claude C. Smith. The new members of the board elected for four years are Edward R. Hathaway, Rufus A. Soule, Charles F. Archambeault and Mrs. Hazel C. Burton, for the ensuing four years.

—J. B. Griffen, member of the Sacramento, California, board of education is opposed to the so-called mental tests as conducted in the schools of that city. The results of the tests are sent to the Leland Stanford University for examination. Mr. Griffen's motion to abolish the tests failed.

—By a vote of four to one, the Lancaster, Ohio, board of education adjusted the back salary of the former superintendent, Samuel H. Layton, on a compromise offer made by the latter for \$2,600. Dr. W. R. Coleman, L. E. Huddle, C. W. Griffith, and George Rabe voted in favor and Ralph Wolfe against.

"Nothing is too good for Rahway," is the slogan under which President M. F. Quinn of the Rahway, N. J., board of education submits the annual report of the school system. He contends that "in any community the board of education is under dual obligation to speak." The report is descriptive of the operation of the school system. It is liberally illustrated. The members of the board are M. F. Quinn, president; J. J. Vail, vice-president; F. W. Kidd, Rev. R. W. Elliott, Mrs. I. W. Thorn. V. F. Little is the superintendent.

—Owing to a difference of opinion regarding a proposed building program, L. C. Kishman and A. D. Baumhart resigned from the Vermillion, Ohio, board of education. George Neagle is the president of the board.



THE HAVERFORD TOWNSHIP, PENN'A., HIGH SCHOOL (Boyd, Abel & Gugert, Philadelphia, Architects) IS DURIRON EQUIPPED.

The pride and satisfaction of any community in a modern school is justified by reason of its many outstanding improvements over the best schools built but a decade ago.

There is no more striking example of these betterments than the installation of Duriron acid-proof drain lines and other acid-resisting equipment in the laboratory.

This part of the plumbing, formerly a menace and a source of constant repair expense, is, with Duriron, entirely permanent, and wholly devoid of upkeep charges.

In 1924 Duriron drain lines were installed in over five hundred high schools, from Maine to California; and it is specified because there is no "or equal" material.

*Duriron is produced only by*  
**The DURIRON COMPANY**  
 DAYTON • OHIO

—The board of education of Buffalo, N. Y., has turned an old brewery into a serviceable school supply warehouse and repair shop.

—The appointment of two women as teachers whose husbands earn good salaries was opposed by Rufus A. Saule of the New Bedford, Mass., board of education. In discussing one of the appointees, Mr. Saule said: "Her husband is earning \$3,100 a year and it doesn't seem fair that his wife should hold the position thereby crowding out a single woman who must support herself."

—A bill has been introduced in the Indiana legislature providing for a school board of three men and two women for the city of Evansville. The board would be appointed by the Mayor of the city. Under the bill, school systems in cities of more than 71,000, and less than 86,000 population, are classed as school corporations, and are separate and distinct from civil corporations.

—Calling attention to the recent disaster at Babb Switch, in Kiowa County, Okla., Miss Mary Richards, county superintendent of Washington County, has addressed letters to school boards outlining the manner in which fire hazards may be eliminated in school buildings of the county. She writes:

"By this time every one should be familiar with the details of the catastrophe on the night of December 24 at the Babb Switch school in Kiowa county.

"The main purpose of this letter is to urge that school boards and other persons inspect their respective school buildings, and then proceed at once to institute fire prevention measures before another school fire occurs.

"We advise and urge with all the authority we can command that at least the following measures be adopted at once in all schools where such precautions have not already been taken:

"Have at least two doors in every schoolroom.

"Have all doors open outward.

"Have window screens attached with hinges and fastened with hook or other device easily unfastened from the inside.

"Keep all flues in repair.

"Avoid having rubbish or inflammables about the school buildings.

"Have fire drill.

"Report fire trap buildings to state superin-

tendent's office, capitol building, Oklahoma City.

"Any type of school building may be a fire hazard unless properly used. The best we can make of the Hobart tragedy, now, is to see that such a holocaust is not repeated in our schools."

—An act defining in detail the duties of school boards of Rhode Island with respect to equipment, buildings, fire protection, discipline and other matters has been presented in the state senate by Senator Sanderson of Johnston. The bill is an amendment of section 18, chapter 70, of the general laws, and reads as follows:

"The school committee shall make provision for visitation and inspection of every public school in the town by the superintendent of schools or other agent of the committee at regular periods or so often as may be required for proper supervision; provided that at least once during every school year an examination shall be made of the schoolhouse and premises, including classrooms, laboratories and other rooms used by pupils and teachers, with particular reference to cleanliness, heating, lighting, seating, ventilation and other sanitary arrangements, and to corridors, stairways, doors, windows, fire escapes and other devices for the protection of life in case of fire; and of registers and other school records, of the school library, apparatus and equipment in classrooms and laboratories, of the books, discipline, mode of teaching and other matters that affect instruction. Report of such visitation and examination, with recommendations for the improvement of schools, shall be made to the school committee."

—At Central Falls, R. I., a new high school to cost \$200,000 has become an issue between the board of education and the city council. There is need for such a school, and the superintendent and school board urge it earnestly.

—The new wing of the high school at Coeur D'Alene, Idaho, was opened with an address by J. L. Breckenridge, superintendent representing the board of education. The response was made by Lawrence Newcombe who represented the students.

—At the annual conference of school boards held at Hamilton, Ohio, Dr. John W. Withrow, former president of the Cincinnati board of education, said: "Isn't it a travesty on national intelligence that anybody may administer the most important function of the state and nation

without other qualifications than that he is above 21 and out of jail?"

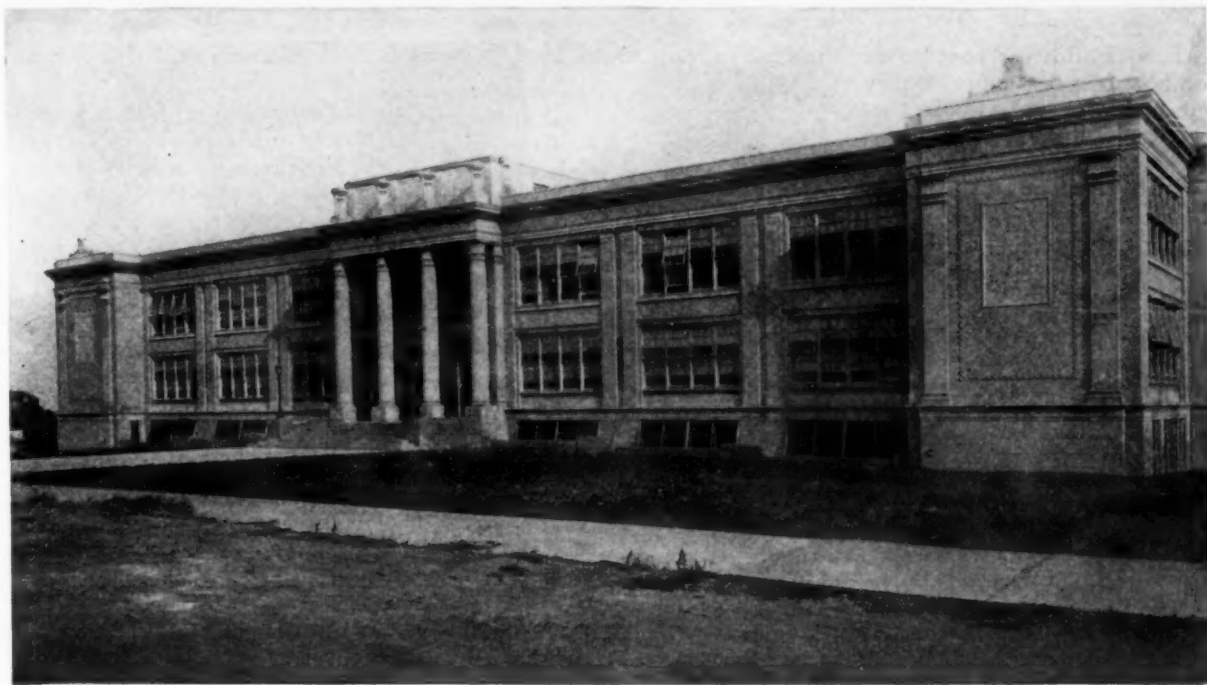
—The new \$100,000 high school at Bingham, Utah, was opened with an enjoyable program. W. W. Wilson, president of the Jordan school district presided. The speakers were Gov. Chas. R. Mabey, Dr. C. N. Jensen, superintendent of public instruction; Pres. George Thomas, of the University of Utah; Pres. F. S. Harris, of the B. Y. U.; Pres. E. G. Peterson, of the U. A. C.; E. L. Burgon, chairman of the county commission; Mayor F. E. Straup of Bingham, and Principal L. W. Neilsen of Jordan high school.

—At a conference of city and county school superintendents of Kentucky, held at Frankfort, it was decided to strive for a new school code. "For years we have patiently waited for what we have sought," the concluding paragraph of the resolutions adopted declared. "Too frequently our prayers for needed legislation have not been answered. It is time for us to agree definitely on what we want and then take a militant attitude to get it." Lee Kirkpatrick, city superintendent, Paris, was elected president, and John Howard Payne, Richmond, city superintendent, was elected secretary at the closing session.

—Dr. H. V. Holloway, state superintendent of Delaware has, in view of the Oklahoma disaster, warned the school authorities of the state against the hazards of fire. He says: "Many of our schools have their windows solidly screened so that these cannot be used for exit in case of necessity. In such rooms, when the stove is placed near the exit, these screens should be so arranged that they can be easily opened from the inside. The greatest caution should be exercised at evening meetings to avoid fire risks. Special attention should be given to the placing of lamps and the kind of lamps used.

—At Pottsville, Pa., the board of education displeased a part of the constituency by appointing a high salaried teacher from the outside. The Journal of that city is incensed and says: "Let the school board resign. If the board refuses to do this, let a petition be addressed to the court asking that the board be ousted for mal-administration and gross incompetency. The time has come for vigorous action. Our schools must be saved."

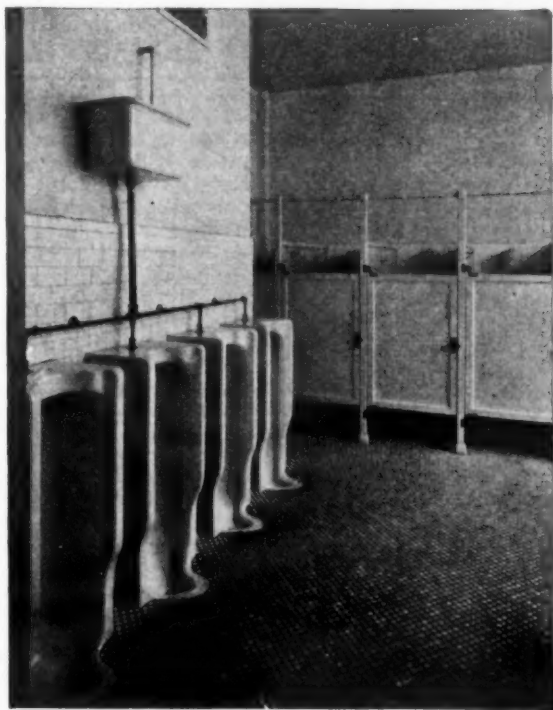




GILBERT & BETELLE,  
Architects, Newark, N. J.

KEARNY HIGH SCHOOL, KEARNY, NEW JERSEY

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BOYS' TOILET ROOM, KEARNY HIGH SCHOOL

Clow workmanship includes those extra-conscientious touches that mean complete satisfaction and long service.

For instance, in the case of an installation like that shown here, the urinals selected are of like color and height, and completely assembled before shipment to the contractor. The owner, his architect, and his contractor are thus assured of a perfect installation of perfectly operating fixtures.

These forehanded measures are never slighted. Clow delivery means delivery ready for installation.

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# CLOW

## You, too, can cut your maintenance costs

**REPAIRS** to buildings cost some school boards a lot more money than others. The many schools that have adopted the suggestions on this page, however, are among those whose maintenance costs are low.

**Floors**—Walk on a concrete floor and it seems impenetrable. Yet, unless hardened, that floor in time will begin to dust and wear. The dust is very harmful to lungs, clothing and equipment. But the disintegration of the floor that follows in its wake is a worse evil, for it spells expensive floor repairs.

If a concrete floor is treated with Lapidolith, the liquid chemical floor hardener, however, it will never dust or wear. Lapidolith penetrates the concrete when flushed on a floor. It binds the loose particles together, fills the empty spaces, and hydrates the free lime. By chemical action the coarse structure is changed to a fine, dense, even surface of crystalline formation. This surface is permanently dust-proof, wear-proof and water-proof. It needs no further attention. Lapidolith can be applied on either old or new floors. If treated at night

the floor is ready for business by morning.

If your floors are of wood you can avoid a lot of trouble by an application of Lignophol. This preservative dressing penetrates the wood and restores its natural oil and gum. It prevents the wood from rotting, splintering or drying out. It does away with the need for frequent applications of floor oil and produces a smooth, dustless surface that lasts for many years.

**Painted Surfaces**—One paint is very much like another while in the can. The question is, how will that paint look after it has been on a wall for a few years? Therein lies the big advantage in painting with Cemcoat, the gloss, egg-shell or flat enamel paint. For this paint can be washed over and over again, and each time the dirt and grime disappear like magic.

Because of its body Cemcoat usually requires one less coat on a given surface. It adheres to a brick, plaster or concrete wall just as easily as to wood, for it is not affected by free lime. Concrete and mortar always contain this lime, which is fatal to the life of most paints. Cemcoat is made

for exteriors as well as interiors, in white and colors.

**Roofs**—A small leak or a large leak in the roof of any of your buildings can be lastingly repaired with Stormtight. This adhesive, rubber-like coating can be applied by anyone in a few minutes, over any roofing material. At the same time Stormtight will make an entire roof just as waterproof. Many an old roof about due for replacement has been made as good as new by an application of Stormtight, thus saving the owner hundreds of dollars. Stormtight is made in semi-liquid and plastic form, and is packed in containers holding from one gallon up to a barrel.

**Exterior Walls**—If you would have warm, dry interiors no matter what the weather, and if you would preserve the natural beauty of your walls, treat the outside of your buildings with Hydrocide Colorless. This material is a perfect waterproofing for brickwork. It penetrates the brick; it contains no paraffin, and so does not run in hot weather; it collects no dust; it can be painted; and, best of all, its presence on a wall cannot be detected.

Send for literature giving further details on any of these products

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### FINANCE AND TAXATION

—The school building program for Montclair, N. J., as outlined by Miss Mary W. Carter, president of the board of education, calls for an expenditure of 1,335,000 for 1925-27.

—Superintendent M. W. Longman of Muskegon, Michigan, has made an exhaustive study of the school statistics of thirteen Michigan cities. These cities are Ann Arbor, Battle Creek, Flint, Hamtramck, Hastings, Highland Park, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, Saginaw, E. S., and Saginaw, W. S. The population of these cities range from Hastings, 5,132, to Flint, 91,599. He notes the enrollment, property valuations, bonded indebtedness, per capita wealth, school tax, etc., etc.

—The following school bond issues were carried in Pennsylvania: Greensburg, \$600,000; Harrisburg, \$1,650,000; Hammelstown Borough, \$63,000; Radna Township, \$450,000.

—A recent biennial report of the Iowa Department of Public Instruction shows that the state spent nearly \$57,000,000 on public schools during the two-year period ending in July, 1924. It is also shown that there is a decrease this year of more than \$1,000,000 in the aggregate cost of school maintenance and the total bonded indebtedness over 1923.

The total number of schoolhouses in the state in 1924 was 11,885, representing a value of \$97,383,457, and the total bonded indebtedness was \$56,947,904.

—Miami, Okla. Citizens of the town recently subscribed \$21,000 necessary to carry the school through the full nine months' term. The citizens came to the help of the schools after the board issued a statement that classes would be discontinued at the close of the first semester owing to a depleted treasury. The board members were absolved from any blame for the condition in which the schools had fallen. It is planned to appoint an advisory board of citizens to study the tax rolls and secure a higher valuation of taxable property.

—Principal G. W. Willett of the Lyons Township High School at LaGrange, Ill., has recommended that industries be taxed for school purposes in proportion to the number of families brought into the community. Mr. Willett was appointed to make a study of tax problems in

connection with education and his report covered data gathered through questionnaires. In the report, Mr. Willett showed that the small high school often has an operating cost running above \$175 and in some cases as high as \$500, despite the fact that many such schools do not offer accredited work.

—Financial independence for school boards in the cities of Rhode Island, insuring control by school boards of reasonable resources and also of the construction and care of school buildings, as suggested by the state education board, has been stressed recently by Walter G. Ranger, State Commissioner of Schools. Mr. Ranger urged that every city in the state adopt measures for the conduct of school matters but held that the real solution is a special act governing all the cities of the state.

—An increase in the allowance made by New York State for the support of public schools has been recommended by the Board of Regents of the University of the state of New York as a relief from financial difficulties in many communities. The Regents urge that the state grant larger allowances for necessary teachers' salaries in each city, village, and rural school district. It is pointed out that a little less than one-fifth of the amount necessary to maintain schools is appropriated by the state, and as a result, even large cities become hampered by constitutional limitations, while villages and rural school districts find it almost impossible to support their schools properly in these days of greatly increased costs.

A further study will be made of larger taxing units in rural sections and of the means of relief for exceptionally weak rural schools. A study will also be made as to sources from which the state can raise the necessary additional moneys for schools, without increasing school taxes upon real estate. A number of conferences are planned by the Regents in the direction of completing the details for a new financial plan. The final act will be the approval or disapproval of the present plans by the legislature and the governor of the state.

—Indianapolis, Ind. The business manager has asked authority to make a temporary loan of \$900,000 for the school system, in anticipation

of the spring tax payment, which is expected to amount to \$2,600,000.

—New Haven, Conn. The school department faces an estimated deficit of \$33,784 for the year 1924-1925. The expenses for operating the schools exceeded the appropriation.

—Lynn, Mass. The school board has asked the city for \$9.30 as its pro rata of the tax revenue for the operation of the schools this year. Although this is twenty cents less than last year, increased valuations provide even more than the \$1,252,993 spent by the department last year, and will take care of all unpaid bills remaining in the hands of the board.

—Apportionment of the \$8,000,000 common school distributive fund among the 102 counties of Illinois has been passed up by State Auditor Andrew Russell because of uncertainties in the law passed by the last legislature. Mr. Russell has advised the state superintendent that it would be unsafe for him to act until the Supreme Court has made a definite decision regarding the legality of the law. There is danger that the fund will be held up an entire year, which would throw the school accounts in some counties into chaos.

—Duluth, Minn. The school bond issues of \$1,250,000 has been awarded to two Duluth and two Chicago banks. The proceeds of the bonds will be used for the remodeling of the present buildings and for the erection of new schools.

—Houston, Tex. The school board will expend \$3,000,000 this year for the erection of new high schools and the improvement of ward schools.

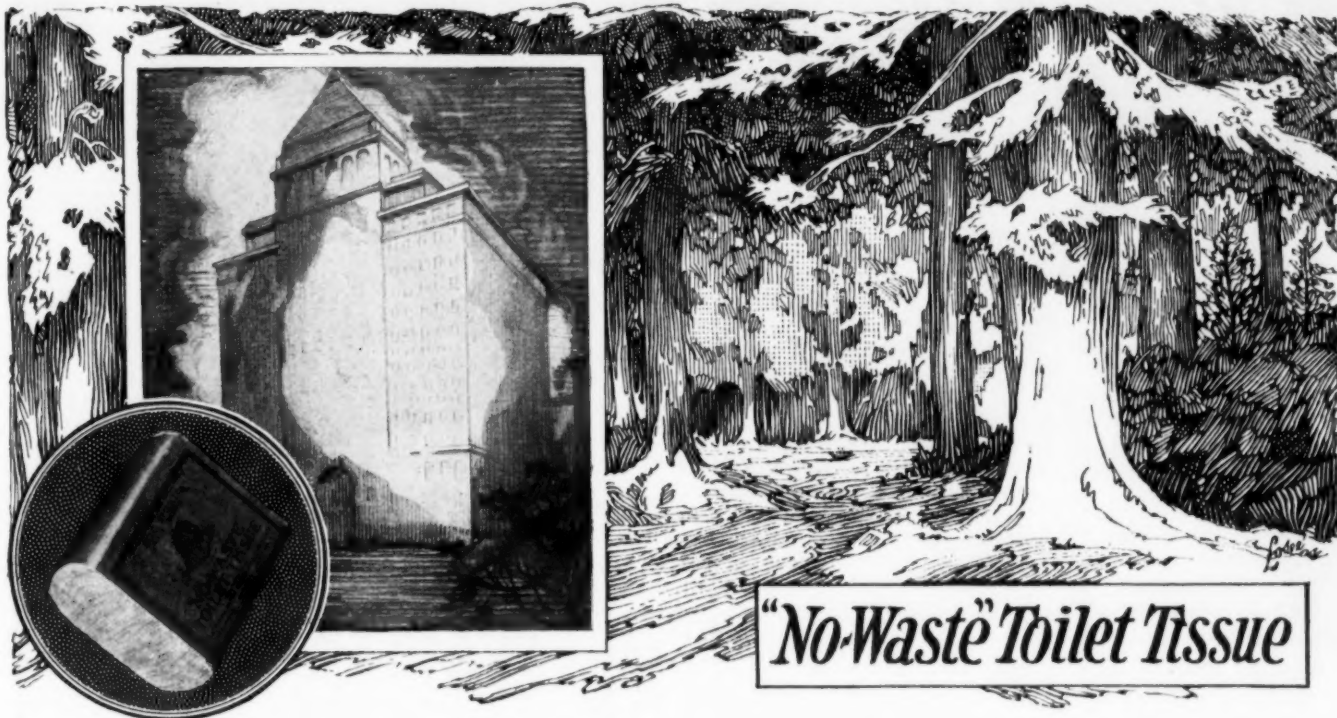
—Atlanta, Ga. A new budgeting system has been adopted by the school board. The system makes it easy to prepare reports on school expenditures for the federal government.

—Rockford, Ill. The school board has adopted a budget of \$1,777,933 for the year 1925, which has been submitted to the city council for final approval.

—Cicero, Ill. Charging extravagance and injustice to the taxpayers, the board of election commissioners has challenged the right of the village school board to call an election on a \$300,000 bond issue for the erection of a new school. Economy in election affairs is of par-

(Continued on Page 95)





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If all that could be said of "No-Waste" Tissue were condensed to two words, those words would be *economical* and *sanitary* in their fullest meanings.

Without a single failure, hundreds of leading corporations, hotels, public buildings, schools and colleges, have adopted "No-Waste" Tissue as a standard washroom accessory. They learned that this Tissue and "No-Waste" cabinets, which are leased free and dispense but two sheets at a time, eliminate waste and littering of floors and reduce washroom expenses from 20% to 30%.

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Prove that you can cut our wash-  
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But traffic accidents to children can be kept to a minimum by enclosing school and playgrounds with Cyclone Fence. Cyclone Fence keeps playing children within safe bounds—out of dangerous streets.

**Cyclone Nation-wide Fencing Service** is available everywhere. Cyclone engineers with long years of experience in school and playground fencing, will study your requirements, make recommendations and submit estimates of cost. No obligation. Write today.

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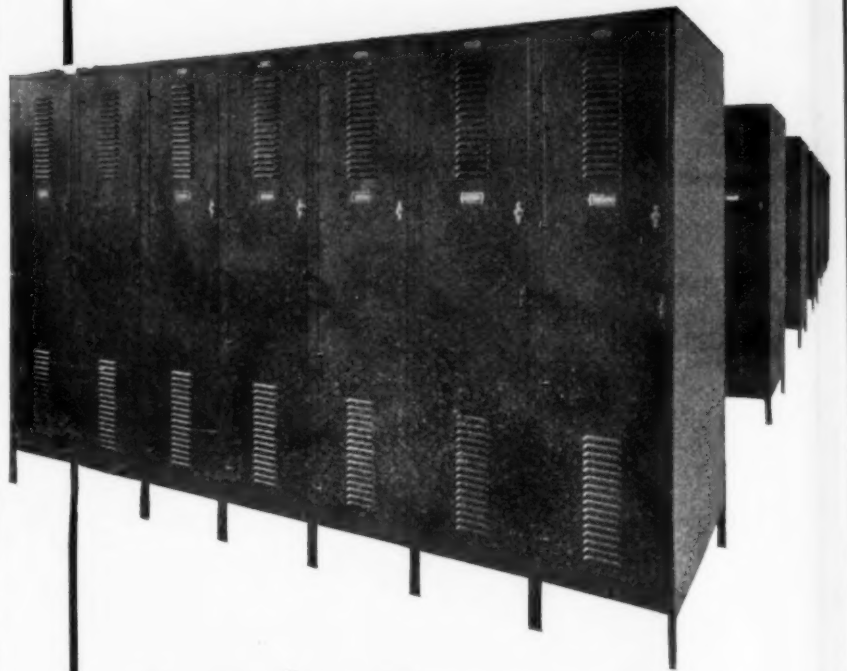
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**D**URING their many years of storage equipment experience, the Durand Steel Locker Company has no doubt met many problems similar to yours. The results that you realize are simple. The lockers installed are of the proper type and size to amply care for the needs of their users; aisles are wide enough, but not too wide; there is no excessive crowding during rush hours; there is no space wasted. In addition, Durand lockers, with their angle-iron frame, their 16-gauge doors—the heaviest locker door made—and their two-coat finish, retain their attractive appearance and strength throughout many years of the hardest kinds of service.

Why not send in your floor plans with locker space marked off and the number of persons to be cared for checked? Recommendations will be gladly rendered to assure you of getting the most out of the space.

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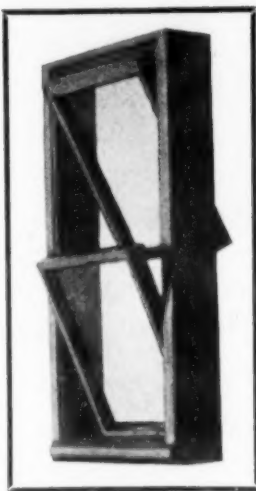
# DURAND

LOCKERS STEEL SHELVING  
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For over twenty years the Williams Reversible Window Equipment has blazed the trail of school building construction, encouraging the use of pivoted sash wherever ideal ventilating effects are desired and where safe cleaning is necessary. From what was at that time a radical departure in window construction, the reversible window is today an accepted standard: Sound in principle, it remained for its careful application and installation to demonstrate its advantages.



Pioneering in this way the necessity of careful selection of materials was early enforced on us. We found it advisable, for instance, to carry our seasoned lumber an additional twelve to eighteen months before using, while in order to insure the proper operation of our equipment we send our own trained mechanics to do the work. This careful selection and treatment of materials together with our installation service has made the "WILLIAMS" equipment the standard in many cities where it is used.

## The Williams Pivot Sash Company

E. 37th St. at Perkins Ave., Cleveland, O.

**Plank Frame Installations**  
Up to 850 openings each  
Akron, O., 18 schools  
Canton, O., 6 schools  
Harrisburg, Pa., 4 schools  
Bethlehem, Pa., 6 schools  
Allentown, Pa., 3 schools  
York, Pa., 2 schools  
Woodlawn, Pa., 3 schools  
Girard, O., 4 schools  
Zanesville, O., 4 schools  
New Castle, Pa., 2 schools  
Johnstown, Pa., 4 schools  
Chester, Pa., 2 schools

(Continued from Page 92)

ticular importance at this moment, and it is held that a special election in close proximity to an approaching spring registration would invite justified criticism from the taxpayers.

—Joliet, Ill. The school board has called a special election asking voters to increase the tax levy for city schools from \$2.75 to \$4 per \$100 assessed valuations. The board asks an increase from \$2 to \$3 for educational purposes, and from \$0.75 to \$1 for building purposes.

—A committee of the State Teachers' Association of Ohio has recommended a greater degree of home rule, permitting school districts and other local taxing units to determine tax rates, and a greater freedom in the expenditure of money for school purposes. A revision of the state taxing system to equalize responsibility and eliminate legal poverty in taxing ability is also among the proposals of the committee.

Unnecessary costs in the construction of schoolhouses are imposed by the state building code, which should be modified to reduce expenditure. Advisory service should be given by the state to local school districts in planning buildings.

—Recommendations for adequate financial support for schools, based on a study of the financial situation in Ohio, have been issued by the Ohio Teachers' Association. The generally accepted theory that rural and village districts are, as a class, less able to support schools than city and exempted village districts, met with contradiction in the report of a survey just completed by the association.

Tenure, compulsory education laws, and a code of policy are among the points considered by the association.

—An appropriation of \$123,850 to meet provisions of the teachers' equal pay law until the end of the school year has been included in the school budget at Syracuse, N. Y. During the summer the board anticipates that additional state financial aid will be given so that the law may be in effect in 1925-1926.

—The school levy of Denver, Colorado, for 1925 will be made on a basis of 11.98 mills. The budget which has been carefully worked out calls for a grand total of \$5,243,942.

—The school budget for 1925-26 prepared by

the Detroit, Michigan, board of education calls for a gross budget for maintenance and capital outlay of \$25,012,035.51. Since the larger part of capital outlay consists of permanent improvements for new buildings and land, the actual amount to be raised by taxation is \$14,125,237.00, an increase of \$1,630,720.39.

—Hawarden, Iowa, under the leadership of Superintendent Menefee, has voted a \$100,000 bond issue for a new high school.

—A study on inequalities in educational opportunity in Illinois, made by Lester R. Grimm, a research worker, and Robert C. Moore, secretary of the Illinois state teachers' association has been issued by Francis G. Blair, state superintendent. The study shows that Stark County has \$4,374.27 of wealth for each school child while Williamson County has only \$728.02. Comparisons made through the state show wide differences in tax ability to support the schools. Comparisons made with other states on the taxable wealth and the school costs, it is found that while Illinois is wealthy its school expenditures are low.

—"Ma" Ferguson, the woman governor of Texas, recommends a tax on cigarettes and believes that \$4,000,000 can be raised in that way for the schools. In her message to the legislature she says: "If smokers are not interested in the great cause of education all they would have to do to relieve themselves of the tax, would be to cut out smoking until such time as their desire for smoking would overcome their opposition to education; but I dare say this never will occur because the man who smokes generally is the most liberal man in the community."

—The school budget of Detroit, Mich., for 1925-1926 amounts to \$24,000,000 which represents an increase of \$6,000,000 over the previous year. Inspector John S. Hall claims that the item of maintenance has increased 15 per cent while the school population has increased only 9 per cent. He blames the platoon system for the bulk of the maintenance increase declaring that it is a failure as an economical vehicle for education.

—The board of education of Portland, Oregon, estimates that it costs that city a quarter of a million dollars a year for pupils unable to keep up with their classes and compelled to "repeat."

—The board of education of West Chicago, Illinois, has been voted a bond issue for a new community high school. The school authorities under the leadership of Superintendent C. C. Byerly conducted an effective publicity campaign.

—In a recent public address at White Plains, N. Y., Prof. George D. Strayer said: "If a tax of 36.4 cents a \$100 of realty valuation were levied in all localities throughout the state it would be possible by increasing the state's distributing fund by \$23,500,000 to guarantee an education to all children in the state approximating that which is secured in cities and villages at the cost of \$70 a pupil a year."

—Lansing, Michigan, has a delinquent tax list of \$200,000 which reduces the school funds of that city to this amount. For several months the school board has been carrying on an audit and the members claim to have established a fairly accurate basis for proceeding with the claim against the city, which will, of course, be an entirely friendly proceeding and need not necessarily go into the courts, as the solution can be easily reached by the application of mathematics and laws.

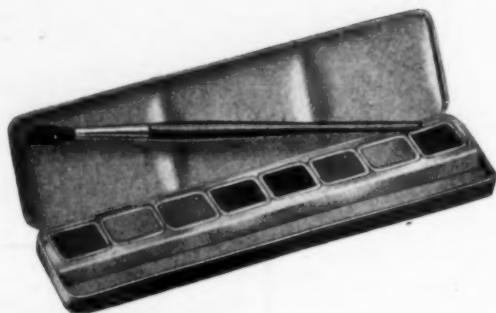
—Supt. Frank Cody of Detroit, Mich., has estimated that \$73,000,000 will be required during the next decade for the purchase of sites and the construction of new buildings. The estimate was prepared at the request of the mayor's special committee on investigation of school finances.

—Approximately \$6,176,000 were spent in Maryland during the year 1923-24 for the operation of the schools in the 24 counties of the state. Of this amount, the counties furnished \$4,408,000 and the state \$2,068,000. Approximately \$950,000 were expended in the construction of new schools, or \$300,000 less than the amount expended for the similar purpose in 1922-1923.

—Minneapolis, Minn. Expense of education in Minneapolis, as well as in the country as a whole, has trebled in the ten years from 1913, the cost in the city being 29 cents out of every dollar, according to Supt. W. F. Webster. The cost of the Minneapolis schools was \$2,003,736 in 1913, and \$5,916,544 in 1923. The three primary causes attributed to the increase in expense are the increase in the number of pupils,



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## No. 902 C 8 Half Pan Boxes

Contain Alizarin Crimson, Orange, Gamboge, Violet, New Green, New Blue, Ivory Black, Yellow Ochre, and one No. 7 Special C. H. Water Color Brush in black polished handle.

## Water Color Boxes

"BAY STATE" on water colors is a mark of merit! It is an unvarying assurance of satisfaction.

We were the pioneer manufacturers in the United States of Water Colors for school use.

Add to our long experience the high standards of Wadsworth, Howland & Co., Inc., and you have the reason why BAY STATE Water Colors are chosen by leading school authorities for their use.

BAY STATE Water Color Boxes may be had with any desired combination of colors. Write for details.

WADSWORTH, HOWLAND & CO., Inc.

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the increase in the average expense of educating a pupil due to higher salary schedules, and newer functions carried on in the schools.

—Oakland, Calif. The school board has the first million dollars available from the \$9,750,000 bond issue of 1924.

### COMMUNITY USE OF SCHOOL BUILDINGS

—The Denver, Colorado, board of education has worked out a set of rules applicable to the community use of school buildings, as follows:

#### 1. Free Use of Buildings

The buildings may be used without cost by the following types of organizations:

- Parent-Teacher Associations.
- Associations formed for the improvement and betterment of local communities, such as the present improvement associations.
- The Boy Scouts, Camp Fire Girls, and similar semi-educational organizations, when properly supervised and chaperoned.

#### 2. Use of Buildings upon Payment of Fees

Subject to the conditions named elsewhere in these rules, and upon payment of the charges as set forth in the schedule of charges, the school buildings of Denver may be used by other organizations or groups for meetings intended for recreation, self-improvement, or community improvement. Buildings may not be used for the promotion of any commercial interest or private gain.

#### 3. Cases in Which Use of Buildings Will Not Be Allowed

The schools may not be used (1) by any individual, group, or society that teaches or preaches any doctrine or theory subversive of the constitution or laws of the state of Colorado or of the United States, or advocates social or political change by violence or revolution; or (2) for private or corporate gain; or (3) for religious or political meetings.

#### 4. Schedule of Charges Where Admission Is Not Charged

The charges for the use of various types of rooms in the school buildings will be as follows:

- Elementary schools
  - Classroom .....\$1.50
  - Auditorium ..... 2.50
  - Gymnasium ..... 2.00
- Junior high schools
  - Classroom .....\$1.50

- Auditorium ..... 5.00
- Gymnasium ..... 3.00
- Swimming pool .....

According to schedule now in force

#### c. Senior high schools

- Classroom .....\$1.50
- Auditorium ..... 7.50
- Gymnasium ..... 3.50

Payments shall be made at the time of the filing of the application for the use of the building.

#### 5. Schedule of Charges for Entertainments to Which Admission Is Charged

No entertainment may be given in a school, the proceeds of which are to go for the private benefit of any individual or association or firm. The net proceeds of all entertainments must be used for civic, philanthropic, charitable, or educational purposes.

The schedule of charges for the use of buildings for entertainments to which admission is charged shall be as follows:

#### a. Elementary schools

- Classroom .....\$ 3.00
- Auditorium ..... 10.00
- Gymnasium ..... 8.00

#### b. Junior high schools

- Classroom .....\$ 3.00
- Auditorium ..... 20.00
- Gymnasium ..... 12.00

#### c. Senior high schools

- Classroom .....\$ 3.00
- Auditorium ..... 30.00
- Gymnasium .....\$15.00 to 25.00

#### 6. Application for Use of Buildings

Application for the use of a building must be made to the office of the chief engineer on forms supplied by the District. Such application must be signed by the responsible officer of the association or group making application.

#### 7. Payment for Damages

The person, persons, or society making application for the use of a building shall agree to indemnify the District for any damage to school property by any person or persons attending the meetings, and likewise to relieve the District from all responsibility for any damage or loss to the property of any person attending the meeting.

#### 8. Supervision

The District will supply supervision in the

buildings, paying the janitors and others employed for this purpose according to a fixed schedule.

#### 9. Care and Use of Buildings

The following rules must be observed in the use of buildings:

- Tobacco shall not be used in the buildings.
- Persons attending meetings must confine themselves to the rooms and corridors assigned for their use.

c. A written statement of the maximum number of tickets to be sold (not exceeding the seating capacity of the auditorium to be used) must be filed with the application for use of buildings.

d. Guards to prevent trespass in portions of the building not authorized to be used must be provided by applicants when so directed.

### TENNESSEE SCHOOL OFFICERS' CONVENTION

The Public School Officers' Association of Tennessee met at Nashville, with J. L. Brewer of Polk County presiding:

The address of welcome was delivered by Hon. J. Washington Moore, City Attorney of Nashville; and the response was made by Supt. F. Y. Fuqua, of Weakley County.

Mr. Claude J. Bell, of Nashville, who has been a member of the Association for more than thirty years, read a most interesting paper on "Character Building."

The main feature of the meeting was a discussion on the department of education measure. An illustrated lecture on forestry also proved interesting.

At the conclusion of the meeting the following officers were elected for the ensuing year: Miss Sue M. Powers, of Shelby County, President; Mr. Joel M. Barnes, of Sparta, Vice President; Mr. Claude J. Bell, of Nashville, Treasurer; Mr. P. L. Harned, Commissioner of Education, Secretary; Miss Maude Holman, Assistant Secretary.

The Executive Committee was elected for 1925, with Supt. C. F. Fowler, of Union City, for the State at large; Mr. T. W. Hunter, Superintendent of Sumner County, for Middle Tennessee; Mr. W. W. Morris, Superintendent of Knox County, for East Tennessee; and Mr. R. E. Powers, Superintendent of Henderson County, for West Tennessee.





Views of the New Boulevard School, Cleveland, Ohio. Wooster Safe-Groove Stair Treads were used throughout. Architect—Franz Warner. General Contractor—The Charles Peterson Company.

## CARELESS, HURRYING FEET WILL NOT SLIP ON WOOSTER TREADS

THE anti-slip surface of Wooster Safe-Groove Treads prevents accidents. The lead or carborundum anti-slip securely holds the foot to the stair—even though shoes be oil or water-soaked.

Wooster Safe-Groove Stair Treads protect and prolong the life of stairways. The anti-slip surface wears away simultaneously with its steel or brass base. *It never loses its grip.*

Woosters last for years; they serve until worn through. They are easily installed—easily re-



placed. The smooth grooves collect the dirt and debris of traffic, leaving the walking surface free. They are cleaned with the sweep of a broom.

Wooster Treads are used on school stairs of every kind—old or new—wood, concrete, marble, granite or iron. By combining standard sections, any desired width may be had. Sizes carried in stock in all widths for immediate shipment. Send for blue prints showing school installations.

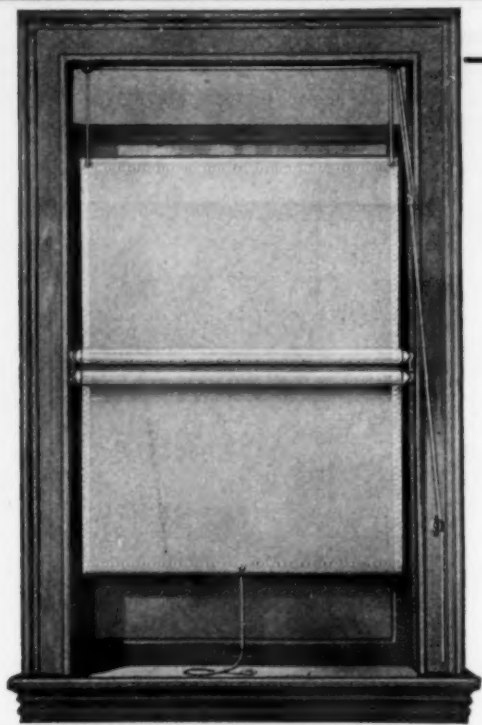
THE SAFETY STAIR TREAD COMPANY, Wooster, Ohio



*Metal and Anti-slip wear away together.*

# WOOSTER

SAFE—GROOVE STAIR TREAD



## MAXWELL'S WINDOW SHADES Are DEPENDABLE Shades

Window Shades of Every Description Made to Order

### The AIRANLITE Double Roll Shade

MOUNTED ON PATENTED BRACKETS  
IS THE PERFECT SCHOOL SHADE.

It gives a correct and scientific diffusion of light and permits window ventilation.

It is easy to adjust and cannot get out of order—is strong and durable—good looking and well made.

AIRANLITE Double Roll Shades can be made of any standard shade cloth or of canvas.

For school shades our special woven tan colored canvas is recommended.

The Patented Adjustable Light Stop does away with streaks of light between rollers and the patented brackets hold shades in perfect alignment, giving the appearance on the outside, of being one continuous shade.



**For Long and Satisfactory Service Use AIRANLITE DOUBLE ROLL SHADES**

(Name is Copyrighted, U. S. Patent Office)

**They Increase the Efficiency and Improve the Health of Teachers and Pupils.**

Write for Prices and Catalog.

**S. A. MAXWELL & CO., Inc.**

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#### CAUTION!

Users of double roll shades are cautioned against infringements and imitations, as the AIRANLITE Patented Double Roll Shade is fully protected by U. S. Patents.

Be sure you get AIRANLITE Double Roll Shades mounted on AIRANLITE Patented Brackets.

## SCHOOL BUILDING NEWS

—A total of \$2,500,000 has been given by Julius Rosenwald, a Chicago millionaire, for the building of rural colored schools in fourteen southern states. This year \$40,000 will be expended in the erection of 45 schools for colored pupils in Virginia. Among the states benefited by the Rosenwald fund, North Carolina ranks first, with 400 Rosenwald schools.

—The Johnson School at Cheyenne, Wyo., was occupied for the first time in September last. It is a seventeen-room building and cost, complete, \$195,000. The architect was Mr. William Dubois, Cheyenne. This is the fourth building erected in as many years in Cheyenne, and brings the total outlay up to \$740,000.

—Eau Claire, Wis. Mr. E. J. Hancock has been named as the architect for the new senior high school to be erected in the near future.

—By a vote of 595 to 146, the voters of Iliou, N. Y., approved an expenditure of \$110,000 for the erection of an additional elementary school.

—The common council of Buffalo, N. Y., has appropriated \$785,000 for a new elementary school on the east side.

—New York, N. Y. Four new buildings and two additions were occupied on February 2nd, with the opening of the second semester. Six buildings and one addition were delayed in completion and were not opened at that time. Brooklyn Borough profits most by the new school facilities, since more than one-third of the new seats are in this borough. The distribution provides 2,804 sittings for Manhattan, 2,912 for the Bronx, 4,056 for Brooklyn, and 1,943 for Queens.

—James Bonar was reelected superintendent of school buildings by the Pittsburgh, Pa., board of education, at a salary of \$7,000 a year. Mr. Bonar in accepting the appointment, spoke of the progress made in building operations of the

board. He said: "You have added 23 new school buildings and additions in the last 13 years, 16 of which have been built or in course of construction since the war, and today you are providing facilities for 90,000 pupils, an increase of 50 per cent since 1911."

—The combined high-and-grade school building completed at Burnett, near Beaver Dam, Wis., was in the hands of a special committee composed of Messrs. H. H. Hilgendorf, F. G. Schmidt, E. O. Bogda, H. H. Schroeder, E. C. Neitzel and W. A. Winke, who had charge of the building of the school, with County Superintendent of Schools Paul Kaiser, a former instructor in the Burnett school, in an advisory capacity. The school is in charge of Mr. Robert E. Overton as principal and Miss Evelyn Petry as his assistant.

—The new school erected at Chadd's Ford, Delaware, by the Chester County auxiliary association is nearly completed. The cost is \$92,000, of which Pierre S. du Pont contributed \$50,000, and various districts \$42,000.

—Bridgeton, N. J., has just completed a new high school, at a cost of \$200,000. The News of that city has discovered that Hibbing, Minn., with a population of 17,000, the same as Bridgeton, spent \$4,360,000 for a high school.

—The Detroit, Mich., board of education has engaged the architectural firm of Malcomson & Higginbotham to remedy the acoustical deficiencies in the Northwestern high school building, at a cost of \$3,200.

—Pierre S. du Pont, who has manifested great interest in the Delaware schools, recently made an inspection of the school buildings at Wilmington. He was accompanied by Dr. Victor D. Washburn of the board of education, David A. Ward, superintendent, and Floyd E. Booth, business manager. The result was that, in the judgment of the party, many of the old schools must be replaced by modern structures.

—Grand Rapids, Mich. It is believed the year 1925 will see the practical completion of the building program which has been under way for the past few years. The Burton school will be completed early this spring, and three further buildings will be ready for use in September. Plans are being prepared for another school to be erected in the southeast section.

—Rice Lake, Wis. A survey of the school buildings was recently completed by Dr. W. J.

Osburn, assisted by Mr. Schmidt and Mr. Giles of the state education department. The board will carry out an extensive building program based upon the findings of the survey.

—Rawlins, Wyo. Bids have been received for the construction of a new high school to cost \$220,000. It will be ready for use in January, 1926.

—Philadelphia, Pa. The committee on city property of the city council has reported favorably a bill for the condemnation of a site for an administration building.

—Seattle, Wash. Construction of four schools, and additions to two high schools, have been provided for in a building program adopted by the board. The board has asked for \$2,250,000 to cover a period of two years. The total increase in capacity will be 5,840 pupils.

—Boston, Mass. A \$12,000,000 building program for schools is provided in a bill prepared by the school committee and presented to the state legislature. The plan calls for a levy of the money by taxes in \$4,000,000 installments in 1925, 1926 and 1927, the expenditures to be spread over a five-year period.

—Montclair, N. J. The school board has adopted a recommendation of the building committee providing that school buildings shall be insured to their full value. Under the new plan, buildings will be insured to full fair value, as shown by the appraisal of 1921, plus actual cost of additions since that time, and less five per cent of the total in each case to cover excavations and foundations. One agency will be employed to handle all the insurance in the interest of order and efficiency.

—Reading, Pa. The results of the post card vote in the museum-grade school controversy reveals that the voters overwhelmingly voted for grade schools first, in preference to a museum. Of a \$3,500,000 bond issue previously approved at the polls, more than half of that sum, or \$1,600,000, will be spent immediately for grade schools.

—Indianapolis, Ind. The school board is considering plans for three high schools. A bond issue of \$2,500,000 will be required to build these schools. Public School No. 34, in Indianapolis, has been renamed the Eleanor Skillen School, in honor of a former principal now deceased.

(Continued on Page 101)



# THE FUN-FUL LINE

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FUN-FUL Playground Equipment costs more than other makes, yet it is used by more schools than any other.

School heads are rightfully cautious when selecting Playground Equipment. A few dollars saved in buying unsafe apparatus may mean serious injury to a child in addition to heavy damages that must be paid.

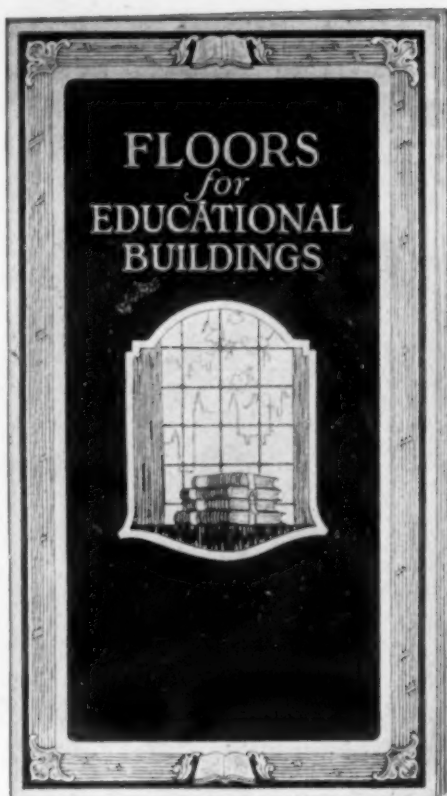
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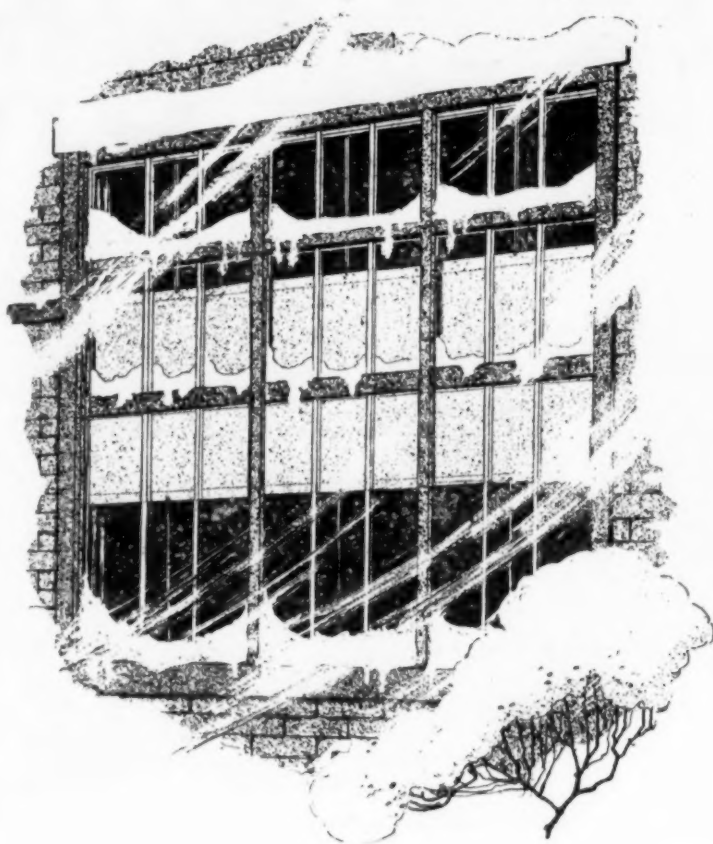
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Patented

**Makes Every School Wall a Visual Instructor**

**F**ROM Kindergarten to the University, in every room where hooks are wanted for maps or charts, or tacks and pins are used to display work or exhibits, this simple inexpensive little device meets every need.

It consists of a drawn steel channel in standard map green enamel, fitted with display slides and steel hooks, which are quickly and easily adjusted to accommodate any chart, map, or display.

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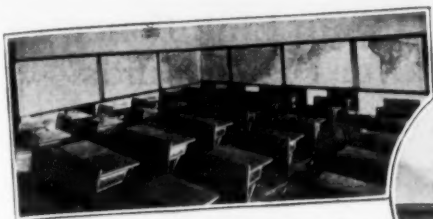
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View showing how all maps may be used at the same time.

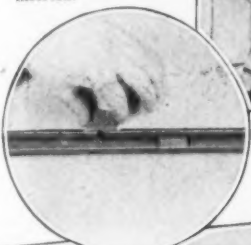
Steel Hooks are easily inserted and move freely.



Any number of display slides can be inserted.



View showing the variety of uses the rail has with maps, scales, posters, panels, pictures, etc.



Thumb-tacks are used for attaching charts, bulletins, etc.



View showing how the same may be done with unmounted maps and charts.

The parts consist of Steel Channel, Steel Hooks and Display Slides.



View showing close-up of map attached to the hook.

(Continued from Page 98)

—Cranston, R. I. The city council in an effort to meet demands for housing school children, has announced a building program. The new program provides for the erection of two schools and additions to three existing buildings.

—A bill has been presented in the Indiana legislature, seeking to prevent the erection of schools without the consent of residents of the townships. The bill would prevent the issuance of bonds for remodeling or constructing buildings, unless a petition signed by two-thirds of the resident land-owners is presented.

—School buildings in Wilmington, Del., make a poor showing as a result of a survey completed recently by the board of education. Of the thirty buildings listed, the highest score, which is given No. 30 School, is only 637 points. From this figure the ratings range down to 279 points, given to School No. 18. The results of the survey were issued in the form of printed folders which were distributed among the parents of school children.

—Cape Girardeau, Mo. The school board has considered added precautions for safeguarding the lives of children, following the injury of a child in a near-panic at one of the grade schools. The local fire chief has announced that regular inspections of school buildings will be conducted and that principals and janitors will be under the same regulations as business establishments.

—A bill has been introduced in the state legislature of Indiana calling for a change in the method of taking the school enumeration. The plan calls for an enumeration based on the average monthly or daily attendance in public and secondary schools in each city.

—Mayor P. E. Barbour of Quincy, Mass., has presented a bill in the legislature asking authority to borrow \$800,000 outside the city's debt limit. The money would be used for the construction of two junior high schools.

—The school board of Indianapolis recently received a report on the survey of lighting conditions to determine the buildings with defective lighting. An engineer has been employed and new lighting systems will be installed wherever needed.

—Chicago, Ill. The school board has taken under consideration a recommendation of Supt. William McAndrew, providing for the creation

of a building bureau. The bureau, as planned, would include a director at \$6,500 a year, an assistant at \$4,000, a draftsman at \$3,300, and three stenographers or clerks. The continued growth of the city and the changing industrial and social conditions make necessary a constant scrutiny and revaluation in order that trends of population and future school needs may be foreseen early, enabling the board of education to acquire property while it is comparatively inexpensive.

—Johnstown, Pa. The school board has adopted a uniform set of rules governing the rental of school auditoriums to outside organizations.

—Dayton, O. An advisory committee has been appointed to assist the board in handling the problems connected with a \$4,000,000 building program.

—Omaha, Neb. The school board is confronted with the problem of selecting an architect for the school buildings to be erected from the \$2,000,000 bond issue. The board has agreed upon a standardized unit plan of construction for elementary schools.

—St. Johns, Mich. A new school building was occupied on January 18th.

—Berwyn, Ill. More than 200 citizens attended the laying of the corner stone for the new elementary school, to be named after Abraham Lincoln. The building will be erected at a cost of about \$85,000.

—Yonkers, N. Y. Supt. L. F. Hodge has estimated that \$8,000,000 will be needed to complete the board's building program, comprising projects now under way and those contemplated for the future.

—Auburn, Me. The school board has granted students the use of the Webster school auditorium under strict regulations.

The auditorium may be used for the annual junior-senior reception. Rehearsals not requiring an extension of the stage or scenery, may be held in the hall provided each request is submitted to the superintendent. Applications for the use of any building other than for strictly school activities must be submitted to the board of education.

—The school board has adopted plans for the first three-story elementary school in the city of

Minneapolis, Minn. Formerly, all grade schools were one or two-story buildings. The new three-story Emerson school will replace an existing building, one of the antiquated buildings in the city. It will be entirely fireproof and will cost about \$250,000.

—East Deer Township, near Tarentum, Pa., on February 17th, held an election to vote a bond issue of \$175,000 for a new school. A site for the building has been provided. It is expected that actual construction work will begin early in the spring and that the building will be ready for use late this fall.

—Decatur, Ill. Construction work was begun the past year on a modern grade school to cost \$200,000. The building is 75 per cent complete at the present time and will be ready for the fall opening of school.

—Boston, Mass. The school board has named the new school in Roxbury the Memorial High School, in memory of the Boston schoolmen who lost their lives in the late war.

—Louisville, Ky. A \$3,000,000 bond issue has been proposed to relieve the present shortage of schoolroom accommodations.

—Tacoma, Wash. During the past year a total of twelve new buildings were completed as part of the building program. This year the board plans the erection of six junior high schools, all of which are to be ready for use for the fall opening in September. The most expensive of these is the James Stewart School, which will be completed in August, at a cost of \$405,000. The Morton McCarver will be completed in September, at a cost of \$299,000. Of the remaining three schools, the Robert Gray will cost \$175,000, the Allen Mason \$200,000, and the Franklin Gault \$200,000.

—Montclair, N. J. The school board has prepared an extensive building program covering the years 1925, 1926 and 1927. The program provides for the erection of two elementary schools, one junior high school and improvements to present structures, and involves an expenditure of \$1,335,000.

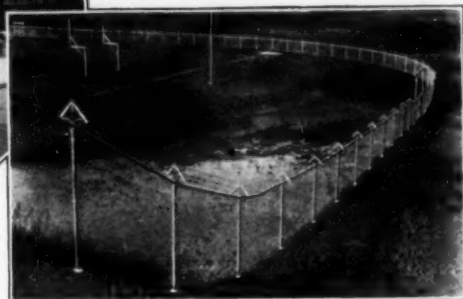
—Mr. Leonard F. W. Stuebe, architect, of Danville, Ill., has been selected to plan the new half-million-dollar high school at Kankakee. Work on the preparation of plans will begin at





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Detached playgrounds or athletic fields need a more positive barrier against intrusion. A 7 ft. high, barb-wire topped fence (as illustrated above) is commonly employed. This is non-climbable and keeps the field and its equipment safe when not in use.

once in order that contracts may be let about May 15th.

—Berlin, Wis. The Washington grade school was occupied on January 5th. The building was planned by Architects Ashby, Ashby & Schultz, Chicago, Ill., and cost \$100,000.

—A high school for colored students was completed recently at Decatur, Ala.

—Wheeling, W. Va. An elementary school building now under construction will cost, excluding the site, about \$500,000.

—Wauwatosa, Wis. At the opening of the second semester, two buildings were occupied—a four-room addition to the Aetna Park School, and a four-room unit on Greenfield Avenue, to be known as the Woodrow Wilson School. A four-room addition to the Washington School was completed in October last.

—The board of estimate and taxation of Minneapolis, Minn., has approved the issuance of \$2,181,500 in bonds for school purposes during 1925. Supt. Wm. F. Webster has completed a revised building and sites program, including additional sites for future school needs. A summary of the program follows:

New high school sites.....	\$ 400,000
New elementary school sites.....	150,000
Additions to existing elementary sites.....	246,000
Additions to existing high school sites.....	34,000
Miscellaneous additions.....	30,000

Total for land requisitions.....	\$ 872,000
New school buildings.....	\$1,105,000
Installation of portables.....	57,000
Miscellaneous.....	147,000

Total for building work.....	\$1,309,500
Total for land.....	872,000

Grand total.....\$2,181,500

—Sheboygan, Wis. Two additions will be built at the Washington School, at an estimated cost of \$100,000.

—Hinton, W. Va. The school board has begun the erection of three school buildings. The first is a modern high school of fourteen rooms, auditorium and gymnasium. The second is a combined grade and high school for the colored pupils, and the third is a grade building. The last two buildings are to be completed by July first, and the high school by August 15th, next.

—Casper, Wyo. Construction work on a new high school building is progressing satisfactorily and it is expected that the building will be completed in September next. A \$60,000 high

school was recently completed at Midwest, in the same school district. The building program for the past year included five six-room buildings for grade school purposes, one eleven-room addition, and two seven-room additions. These buildings and additions have been completed and are now ready for occupancy.

—The Lincoln School, now approaching completion at Shawano, Wis., will be occupied in the near future. The building is two stories high, entirely fireproof, and cost about \$133,000. Parkinson & Dockendorff, La Crosse, are the architects of the building.

—Rhinelander, Wis. Upon the recommendation of the Mayor, the city council recently voted an additional bond issue for the construction of the first unit of the junior high school building. The cost of the first unit will be approximately \$140,000, the completed structure to cost about \$450,000. Smith & Brandt, of Appleton, Wis., are the architects of the proposed structure.

—The school board of Reading, Pa., proposes to build a museum at a cost of \$425,000.

—Walter A. Oakes was unanimously chosen supervisor of school buildings by the board of education at Gloucester, Mass. He is an experienced builder.

—Houston, Tex. Following the acceptance of a report of its school building survey committee, the school board has entered upon a \$3,000,000 building program.

—The Rockford, Illinois, board of education has transferred the name of Abraham Lincoln from an old to a new high school, and will call the old the Benjamin Franklin school. The Register-Gazette consoles the school public by saying: "Although the Lincoln school youngsters may find it hard to give up the name their school has borne so proudly for forty years—it was given the name of Lincoln in 1884—they will feel no hesitancy in being known as Benjamin Franklin school pupils. As bright young Americans they are acquainted with Franklin's remarkable career, they are familiar with his achievements in the cause of education, as well as in the fields of statesmanship, science, invention and philanthropy. It was Franklin of whom the thinkers of France said: 'He is the embodiment of practical wisdom.'"

—Five communities in the Post Falls district,

near Spokane, Idaho, have united in building a model high school. The district was bonded for \$45,000 for the building of a new high school. The assessed valuation of the combined district is given by the clerk of the board as \$1,250,000, making it the second richest district in northern Idaho. Six men representing the various communities included in the district form the board of directors. They are Charles W. Waggner, Pleasant View, chairman; P. J. Yeager, East Greenacres, treasurer; D. H. Bickett, Post Falls, clerk; Thomas Lewis and L. H. Eggers, McGuire, and Ray Prodder, Post Falls Irrigated tracts. The school work in the new building will be under the direction of G. W. Summers, superintendent. His staff of instructors includes Clifford Berry, A. H. Albert, James Murdeck and Miss Beulah Crabb.

—The formal dedication ceremonies of the new Roosevelt high school at Dayton, Ohio, were conducted by Dr. William A. Weber, president of the board of education, who also made the formal presentation. The responses were made by Paul C. Stetson, superintendent, and G. A. Morris, principal. The principal address was made by Dr. William O. Thompson of the Ohio State University.

—The opening of the new Evans school at Marion, Indiana, was attended by over 500 people. The dedicatory services were opened by F. B. Boxell, school trustee of Center township, after which Congressman Albert R. Hall was chosen permanent chairman. Joseph Michaels, C. C. Faris and Culver Ryan, members of the board, and Principal Edward Kline spoke.

—The new south high school at Lima, Ohio, was opened with festive ceremonies. Dr. R. A. Buchanan, president of the school board made the dedicatory address. He was followed by R. E. Offenbauer, superintendent, Miss Anna Courath, principal of the Washington grade school, and C. K. Graham, principal of the new school. "Watch your children's health," warned Dr. Buchanan. "A physically sound child very likely will be mentally sound. See that your boy or girl gets plenty of sleep. A student that is out until two and three o'clock in the morning simply cannot get his studies. You can help the school in this problem by regulating your children's habits."





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Our catalog covers every one of these questions in detail. For the convincing proof we refer you to the owners and managers of the prominent buildings listed below, a few out of many.

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Pierrepont School, Rutherford, N. J. *Supt., C. A. Feterly*

Hebrew Orphan Asylum, New York City.

High School, Bloomfield, N. J. *Supt., George Morris*

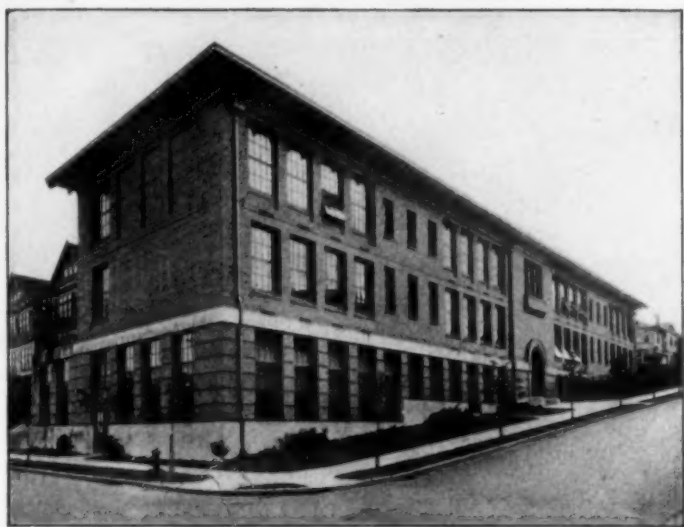
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### STATE SCHOOL ADMINISTRATION

The subject of school organization and administration as applied to the several states, is discussed in a manual issued by the United States Bureau of Education. In 33 states there are state boards of education. In 28 they are appointed, in three selected by the legislature, and in one chosen by popular vote. The report says:

"The tendency in the selection of members of state boards of education seems to be toward appointment by the governor. Two methods of selection, (1) appointment by the governor and (2) election by the people, receive the approval of authorities on school administration. The first method, appointment by the governor, has these merits: (1) It centralizes full responsibility for all the departments of public service, including the management of schools, in the executive head of the state. This tends to unity and economy in administration. (2) It is believed that this method protects the board from undue political influence. Selection is often restricted to an eligible list or limited in some other manner. The advisability of the governor being a member of the board he appoints is doubtful.

"Election by the people is favored by many authorities on school administration because: (1) It centers responsibility definitely on a group of persons elected specifically for one purpose, namely, that of having general charge of schools. (2) It represents more nearly a direct expression by the people of their wishes in the management of school affairs than does appointment. (3) It follows our custom of making those intrusted with legislative functions directly responsible to the people. (Administrative authorities are generally agreed that the chief functions of a state board of education are legislative rather than executive.)

#### State Department of Education

Under this heading the bulletin says: "The state departments of education have, as a rule, developed more or less independently, paralleling the several state boards of education, with functions centered in the administration of the elementary and secondary schools of the state. The executive head of this board—the state superintendent of public instruction or commissioner of education—was formerly a political

official in nearly all the states. Greater efficiency in school administration now demands a change. The superintendent or commissioner is beginning to be recognized as the chief educational officer in the state, whose task it is to organize and direct the educational forces within the state. The office requires the largest ability. It is indeed hard to conceive of a more important office or a more difficult position to fill well. At all times it calls for tact, initiative, and executive ability.

"The prevailing method of selecting the chief officer or state superintendent is by popular vote. In six states these officers are appointed by the governor, in eight by the state board of education. The last of these methods is in line with accepted principles of school administration and has the most to commend it.

"The chief state school officer should be selected by the state board of education from the country at large because of professional preparation and administrative ability, and if possible because of success in other positions requiring similar ability and involving similar duties. Many able and efficient chief school officers have come into office by popular election or by gubernatorial appointment. Both methods have some advantages, but neither is as sure and reliable as appointment by a nonpartisan board. No other method of selection is rational, if this officer is to be responsible to the board. The term of office should have no reference to the change of officers connected with the partisan government of the state. It should be indefinite or for a period of years, long enough to make possible the consistent development of administrative policies.

"If the chief state school officer is selected by popular vote the office may become a political one, subject to the fluctuations of party and factional politics. The term is short, two to four years, reelection is uncertain, and the lack of continuity in the service is a handicap to the officer, however capable. The term and salary are fixed by law and can not be adjusted to fit the person desired."

### SCHOOL BOARD NEWS

—The board of education and the health authorities of Minneapolis, Minn., have postponed the vaccination edict, which was to have

gone into effect, January 23. The order provided that all teachers and pupils not vaccinated should be excluded from the schools.

—An attack, by the mayor of Clinton, Iowa, upon the board of education of that city, for urging a higher tax rate is resented. F. A. McCornack, president of the board, said that apparently the public was satisfied with the administration when no complaints were received at a recent public tax hearing. John Scott, another member of the directorate, said "there was nothing but wind to the mayor's charges that a bigger levy than 71 mills would be asked next year to finance an extended building program. The city is only allowed a 48-mill levy.

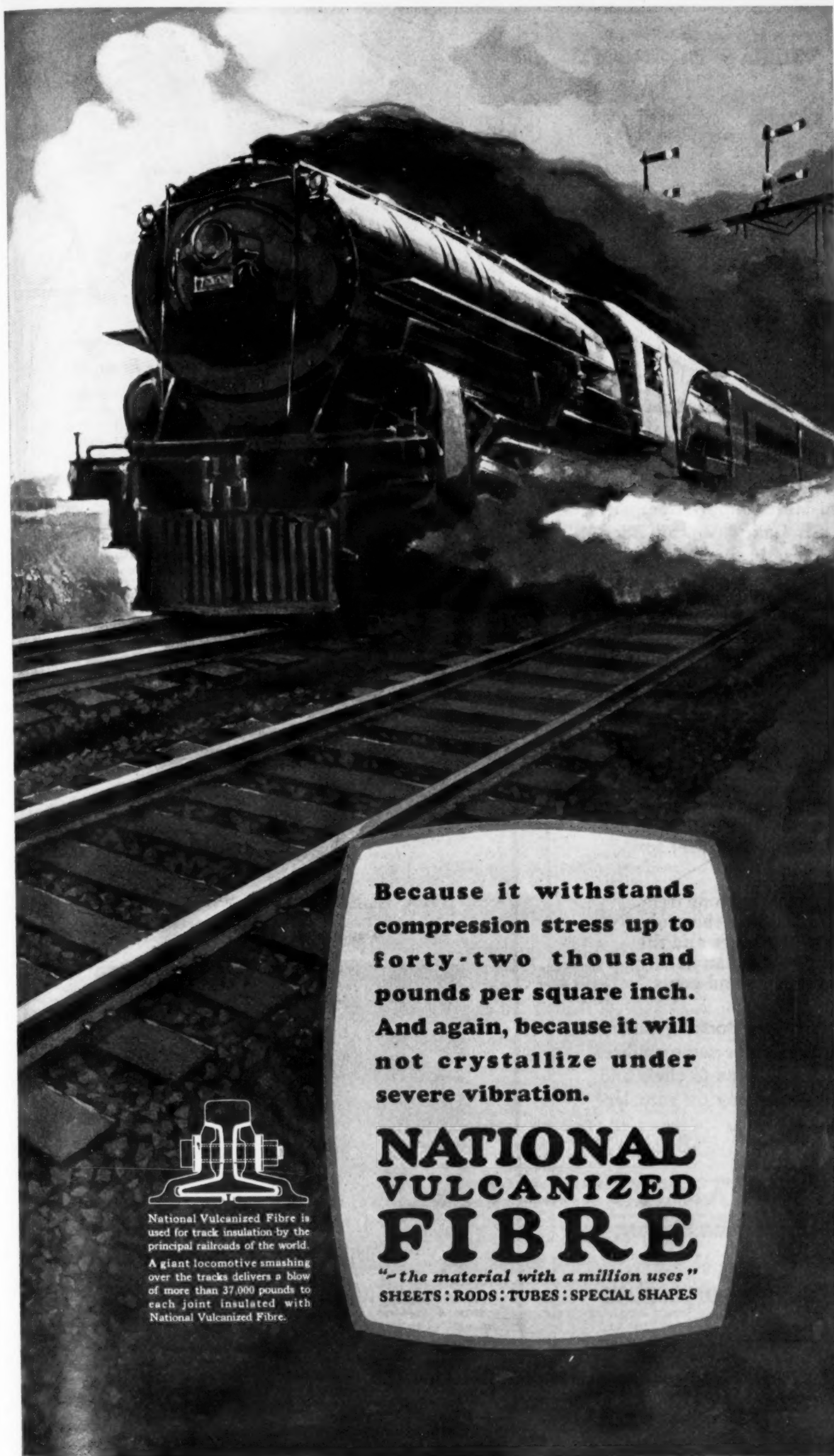
—The school board of Pawtucket, R. I., elected Dr. Joseph E. Farnum, as president and Mrs. Helen E. Boyce, as clerk.

—The officers of the Canadian School Trustees' Association are: President, W. Iverach, Isabella, Manitoba; Vice-President, Alfred Dickie, Halifax, N. S.; W. J. Mills, Sussex, N. B.; Mrs. W. R. Morris, Peterboro, Ont.; J. Allison Glenn, Russell, Manitoba; James F. Bryant, Regina, Sask.; T. O. King, Raymond, Alta.; J. Harwood, Vernon, B. C.; Secretary-Treasurer, W. M. Morris, Toronto, Ont.

—In order to maintain the bi-partisan character of the Springfield, Mo., board of education, the party chairmen have called conferences. The school board election is held each year on the first Tuesday in April. To "keep the board out of politics" the board of six is evenly divided between Republicans and Democrats, two Democrats going out one year, two Republicans on another year and on the third year a Republican and a Democrat going out together and their successors nominated, all members serving three years. In the past the two committees arranged it so that when two of one party were going out the committee of that party nominated the others of the same politics and the other county committee seconded the nominations. Under the new plan and under the circumstances this year, where a board member of each political faith goes out, the nomination by one committee of five must be acceptable to the other nominating committee, it was announced.

—Supt. N. W. Wherry, of Holton, Kans., has been reelected for the school year 1925-1926.





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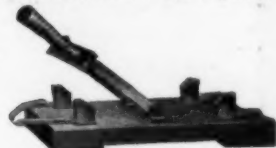
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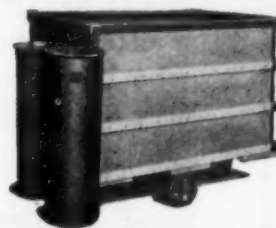
**T**HERE is probably no material in all the world that has the same scope of adaptability as National Vulcanized Fibre. It has found its way into every industry—electrical, automotive, textile, radio, railroad construction, transportation, luggage, sporting goods and whatnot. And even now, after it has been a vital part of industry for more than thirty years, nearly every day finds a new use for National Vulcanized Fibre. We illustrate a few of the more common uses:



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**NATIONAL VULCANIZED FIBRE**

*"- the material with a million uses "*  
SHEETS : RODS : TUBES : SPECIAL SHAPES

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*St. Luke's Hospital, St. Louis, Mo.*

The Rev. R. D. S. Putney, superintendent of St. Luke's Hospital, St. Louis, wrote a letter to the Ford Hotel Supply Company, who installed the St. Luke's Vulcan Economy Hot-Top Ranges, in which was the following paragraph:

"I must say that we are more than pleased with the ranges, particularly since they represent a large saving in gas. In the month of January we consumed 17,900 cubic feet of gas less than we used in the month of December, and since all of our gas is used for cooking purposes, this would mean that the direct saving had been made through the use of Vulcan ranges. This would figure about \$15.00 for the month.

"A saving in gas is only one item, since the satisfaction that the cooks express in using the ranges and the result gained in cooking, can hardly be estimated in dollars and cents."

The free booklet "Cutting Cooking Costs" gives plenty more facts of the same calibre, which have been of great value to chefs and managers. Just ask for a copy on your letterhead.

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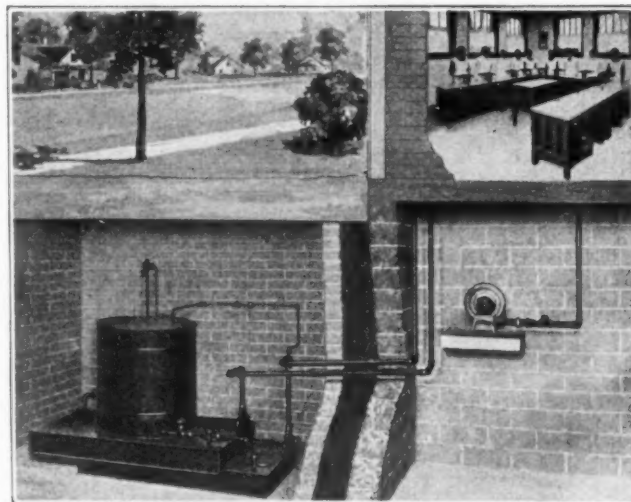
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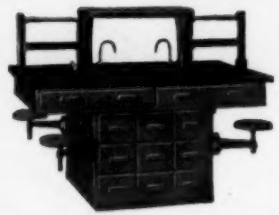


As far ahead of the weight type machine as the self-starter is ahead of the hand crank on the automobile. Manufactured by an old reliable company.

Manufacturers of the famous FREEPORT weight gas machine, used in hundreds of Community Schools, Hospitals, Colleges, Hotels, Churches, and Homes.  
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DOMESTIC ART TABLES

SCIENCE LABORATORY TABLES

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¶ What is the furniture's reputation for service after five years? After the tenth? After the fifteenth and twentieth?

¶ These considerations, in the final analysis, are the true basis of economy in equipping the above departments. It is to this attribute that E. H. Sheldon and Company owes its success.

¶ The best material cut by the Sheldon Company from

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¶ Before you sign the order for science laboratory, home economic and vocational furniture for your new school be sure that you have considered "SHELDON."

¶ The name implies a dependable product backed by strong guarantees and a true spirit of service!

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MUSKEGON, MICH.



MANUAL TRAINING BENCHES



DRAWING AND ART TABLES



—A bill restricting the selection of school teachers to graduates of public schools, has been killed in the Indiana legislature.

—School teachers before punishing pupils will be required to notify parents as to time and place, under a bill introduced in the Indiana legislature by Representative Smith of Lafayette.

—Governor Pierce of Oregon has appointed a new textbook commission comprising M. A. Miller of Portland; A. C. Hampton of LaGrande; R. R. Turner of Dallas; G. W. Hug of Salem, and Mrs. Marjorie Newbury of Medford. There will be no changes in textbooks within two years.

—Jurisdiction in the appeal of the Denton McBean case has been refused by State Supt. Josephine Preston of Washington, owing to an error in procedure. McBean was suspended by the Spokane school board shortly after the opening of school in September, when the board ruled that a married man was not entitled to enrollment in the schools. McBean appealed the ruling of the board to the Superior Court, where it was held that the matter could not be handled until it had first been appealed to the county superintendent and state superintendents' offices. It is believed that efforts to have McBean disbarred will be dropped.

—A bill has been introduced in the North Dakota legislature providing for a six-day school week during certain periods of the year. It is pointed out that during the early months of the fall term, and again in the early spring, older boys in dozens of school districts are needed at home to do farm work. During the winter it is possible for them to attend school

sessions six days a week and thus make up for the lost time in the spring and fall months.

—A revision of the Missouri school system providing for an equal grade and high school education for every child has been proposed by the state legislature. A bill prepared by James W. Armstrong of Richland, Pulaski County, provides for a division of each county into community school districts, with a minimum of \$1,500,000 valuation, and a minimum area of fifty square miles. The several districts would be authorized to establish high schools, and where funds are insufficient, would be apportioned state aid for full four-year courses.

—Hudson, N. H. Upon complaint of parents, Supt. L. D. Record has ordered that teachers refrain from giving time in the school program to the solution of cross-word puzzles. Parents complained that the children neglected their home duties to give time to the solution of these puzzles.

—Revision and codification of the Wisconsin school laws is proposed in a resolution adopted by the Madison school board and presented at the last meeting of the State School Board Association. It is pointed out that the manner in which the laws are worded, and the number of provisions, have made it difficult to determine the exact power of the educational boards of the state.

—In reporting on the value of school supervision, Dr. H. L. Smith, dean of the Indiana School of Education says: "On the average the children in the counties with supervisors advanced, during the period between two tests, 14.3 per cent faster than the children in the counties without supervisors. On the basis of the same difference in progress for the entire year of 160 days, two counties with supervisors accomplished the equivalent of 182.9 days of school work; that is, the children in the two counties with supervisors, actually received during the regular school year of 160 days the equivalent of 22.9 days of instruction more than they would have received had there been no supervisors.

—In discussing the honor system in schools the Times of Westby, Wis., says: "However, like other theories, it has not always worked.

Stories of cheating are heard from time to time. They show not merely low standards of conduct, but much stupidity. One would think that anyone who wants an education would want to know whether he was really getting it, or simply cheating himself by his success in fooling some teacher.

—In a series of articles published by the New York Herald it is charged that Mayor John F. Hylan has controlled the school system of New York City to the detriment of the schools. The mayor has resented these charges, and points out the herculean efforts made to meet the school shortage. He says: "The little red schoolhouse has its place, but certainly not in the world's greatest city. Adequate school accommodations are a vital necessity to the welfare of the city of New York. A decent regard for the hopes and aspirations of parents to secure sound education for their children demands them."

—In commenting upon the proposed national department of education, with a secretary who shall be a member of the President's cabinet, the Helena, Montana, Independent, says: "Every cent of federal money comes from the country as a whole and any state taking advantage of what seems on the surface to be a generous offer would, in reality, be sending its dollar to Washington for the privilege of getting part of it back and then matching it with additional sums raised from the same people who had sent the original amount to the federal treasury. Every problem the bill seeks to solve is one for the individual states. Many states are now doing all the things the federal department would do. It is time the drives were started in the direction of the backward states, rather than of the country at large."

—The committee appointed by Superintendent William McAndrew of the Chicago schools consisting of Jaroslav J. Zmrhal, superintendent of the 9th district; Miss Margaret Madden, principal of the Doolittle school; Miss Genevieve Melody, principal of the Park Manor school; J. H. Hauch, principal of the Lloyd school, and Miss Gertrude Corrigan, principal of the Nobel school, reports against the introduction of the platoon system. The committee visited Detroit,



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Akron and Pittsburgh. The reason for the adverse report is the contention that the system is unsuited for Chicago and is too costly in operation.

—After months of wrangling and considerable litigation, the state textbook commission of Texas finally entered into contract with the several educational publishing firms for the school books to be used in that state.

—In discussing the advantages of compulsory school law Dr. Henry Noble Sherwood, the new state superintendent of Indiana recently said: "We now have an eighth grade citizenship instead of a fourth grade citizenship as a result of the 1921 attendance law in Indiana during the past three years." Other results of the 1921 attendance law as outlined by Dr. Sherwood in an interview were: a better class of local attendance officers of the state; a more accurate checking on all the children of the state has been made; truancy in rural districts is passing away; the school officials are engaged in a reorganization of the systems to meet the needs of all the children; and Indiana is being freed from illiteracy.

—The State Education Department of Massachusetts recently issued a report showing the percentage of attendance in the state, and also the rank of towns and cities for the school year ending June, 1924. The report was divided into four sections, towns and cities with a ranking of more than 95 per cent, towns of 90 per cent or over and under 95 per cent, towns of 85 per cent or over but under 90 per cent, and towns under 85 per cent. The average for the state was 93.3 per cent.

—Kewanee, Ill. At the Washington grade school, where the arterial highway crosses, school authorities have established a junior police force of three boys. It is the work of these junior traffic officers to control traffic at dismissal periods. The position of traffic officer is honorary in character and is held as long as the class record and performance of duties are satisfactory. Violators of traffic rules may be arrested upon complaint of any junior traffic officer.

—The withdrawal of essay contests from the schools of New York City has been requested by the Women High School Teachers' Association in a communication to the board of education.

—The fact that 90,000 Indiana school children

were carried back and forth in buses to and from 1,000 consolidated schools during 1923, shows how closely good roads and education are related, according to B. H. Petty, assistant professor of highway engineering at Purdue University, Lafayette, Ind. He shows that of the total tax distribution for 1922, the sum of 20.5 cents of each tax dollar went toward roads, and 41.6 cents toward education. The continued growth of these schools means that the road program of the state must keep pace with educational facilities. Mr. Petty, speaking before the Eleventh Annual Road School at Purdue, declared that the educational factor is only one example of the increasing use of highways. He declared that too many persons think of road traffic today in terms of twenty-five or thirty years ago. The same road of olden times now bears a burden of 500 to 2,000 vehicles, most of them high-speed automobiles or trucks.

—The city and county superintendents' association of Kentucky has gone on record in favor of a new school code. The association favors a professional code of ethics for teachers, new qualifications for county superintendents, the appointment of a director of statistics and information, and the giving of authority to boards of education to borrow money in the same manner as city boards and other fiscal bodies.

—Adoption of a uniform textbook law for the south has been proposed by State Supt. S. M. N. Marrs of Texas, following a conference of superintendents of southern states, held at Gulfport, Miss. It was the opinion of the conference that the present textbook law has worked to a disadvantage because book companies constantly change their prices. Under the law, textbooks must be sold in Texas at the same price as in other states.

—An investigation has been begun of the state-wide distribution of textbook lists purporting to be the official adoption as made by the Kentucky Textbook Commission. Certain textbook publishers had complained that the lists furnished the superintendents and teachers discriminated against the books of their companies. Under a state law, county school superintendents, principals and teachers are subject to a fine for introducing books other than those on the official list.

—Chicago, Ill. The school board has reorganized the Bureau of Standards and Statistics along

lines suggested by Supt. William McAndrew and Business Manager John Byrne. Under a new rule, it is provided that requisitions for purchases from the authorized textbook list must be sent by the principal direct to the bureau of Purchases. The requisition division must check each requisition, and after approval by the Bureau of Finance, will issue the necessary orders for specified books. The rule is intended to prevent the miscarriage of requisitions and to insure that all orders for books shall go direct to the proper destination.

—Extension of the time for changing textbooks in Indiana schools from five to ten years has been sought in a bill introduced in the state legislature by Representative Perry Johnson of Arcadia.

—State publication of common school textbooks and distribution to counties at cost are provided for in a bill recently introduced in the Indiana House. Under the law, the power to adopt textbooks would be transferred from the state board to county school officials. The state would hold copyrights and superintend the printing.

—The Indiana Senate, by a vote of 26 to 20, has killed the Sims bill providing for the reading of the Bible in the public schools and for instruction on the federal and state constitutions.

—Radical changes in the existing school laws of Ohio are proposed by an advisory board appointed by the Governor to assist State Supt. Vernon Riegel in a study of the school finance situation in the state. The proposed changes are as follows:

1. Provision that all or any part of existing levies for interest and sinking funds for school purposes be placed outside all limitations by a majority vote of the people. Levies by boards of education for operating expenses to remain as at present.

2. Amendment of the law authorizing school boards by a vote of the people to make an additional levy not to exceed three mills outside all limitations so that upon a vote of the majority voting on the question, a tax of five mills outside all limitations may be allowed.

3. Provision that if the five mill levy or any part of it, is defeated, people of any school district may authorize it by petition without being compelled to wait until the next general election for another vote.

4. Amendment of the present law providing for an education equalization so that: (a) provision that the amount of taxable wealth per pupil enrolled in any district must be less than \$4,000 in order that the district may be eligible for state aid be eliminated; (b) a levy of 9.65 mills for operating expenses be

(Concluded on Page 110)





## Preferred to the Former Quarters

THE letter shown below is typical of comments frequently received by us. Circle A Schools, because of their attractiveness inside and out, are often preferred by pupils and teachers to the main building, when that is designed less in accordance with modern health requirements.

Circle A Portable Schools are warm in winter and cool in summer, because of the excellent insulation of walls, floor and roof. They are easily ventilated, and may be flooded with fresh air between classes. Their window sections being interchangeable with wall sections, any amount of light may be had, though one long wall of windows is usually preferred.

Circle A Portable Schools conform to state requirements regarding size, ventilation, exits,

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December 17, 1924.

Circle A Products Corporation,  
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Gentlemen:

It may interest you to know that since we erected Circle A Portable Schools the teachers in Wayne Township prefer them to the permanent buildings.

They find the Circle A rooms lighter, quieter and cozier, and the children seem to be more comfortable and do better work.

Very truly yours,

(signed) Vestal C. Davis,  
Trustee, Wayne Township,  
Marion County, Indiana.

etc. The number of pupils accommodated to a room, forty, is admittedly the proper size of a class for efficient instruction.

The postponement of building operations is no hardship when Circle A Schools are used. A large number of the Circle A Schools sold are bought for permanent use. Their completeness of finish and the quality of their materials and workmanship cannot be bettered in permanent frame construction of the same type.

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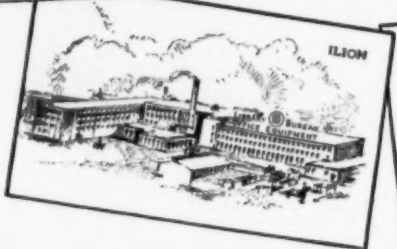
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Bulletin boards  
Lantern slide cases

*School library supplies*

Administrative school records and files for superintendents, principals, department heads, secretaries, etc.

*Write for catalogs and  
information*

(Concluded from Page 108)

charged against all districts participating in state aid to determine how much money can be produced locally; (c) if the proposition for additional levy of three mills be not submitted to the people by the local board of education, if it has been voted down, the board shall, upon a petition of electors of the district and upon certificate from the director of education that such levy is necessary in order that the district may participate in the educational equalization fund, make such levy in the same manner and for the same purposes as if it had been authorized by the electors at the November election; (d) after December 31, 1927, no district shall participate in the equalization fund unless there has been a reappraisal of property within the next preceding five years.

5. Requirement that there be a reappraisal of all property not recently appraised, and that appraisements be made in the future at such intervals as to keep property on the duplicate at its true and proper values.

6. Amendment of the law providing that boards of education that have established either second or first grade high schools be relieved from payment of tuition for pupils attending from outside the district so that third grade high schools be included as well.

7. Making of high school transportation optional with local boards instead of mandatory, with provision that upon order of the county board of education and appeal of any school patron who claims transportation is both advisable and practicable, such transportation be provided.

8. Amendment of the compulsory school attendance law so as to make it more flexible, particularly that local superintendents may in accordance with rules and regulations prescribed by the director of education excuse pupils from school upon request of their parents or guardian to assist in activities of the home or the farm.

9. Changing the personnel of assessing officers so as to secure a "reasonable return" of personal property.

10. Provision for requiring the clerk of any board of education to file a budget of expenditures with the budget commission of the district and for a hearing on the budget before the commission certifies the levy.

11. Amendment of the law so that interests on money refunded by the Teachers' Retirement Board to teachers shall not exceed the rate of interest the money earns, and that the board be authorized to reduce rates paid by boards of education as rapidly as operation of the system will permit.

—In a communication to the board of education Superintendent William McAndrew of Chicago has outlined a plan whereby the representatives of the various teacher organizations of the city constitute a teachers' council to cooperate with the executive forces. Meetings will be held on call of the superintendent.

—A bill providing for changes in the state school system has been introduced in the Illinois legislature by Senator Herbert Hicks of Rockford. The bill includes provisions for the standardization of the schools of the state and

for the removal of alleged injustices in the distribution of school funds. The present system is declared unfair because it delays the distribution of money to the school districts. In some cases, it is pointed out, money of school districts is kept in banks by county treasurers, and school boards are forced to borrow their own money to keep the schools in operation.

—That a larger share of the school tax burden should be borne by the state, was recently urged by George M. Wiley, assistant commissioner for elementary education of New York state. He said: "As local school funds are raised largely through tax on real property, and as more than 80 per cent of school costs are borne by local communities, it is apparent that taxable property is carrying far too heavy a share of the total expenditures for school purposes. A larger share of the expenditures for schools might well be carried by the state. This would provide a means of relieving taxable property to a certain extent in local communities. As the state has many sources of revenue and may tax other forms of wealth directly or indirectly, this would result not only in relieving taxable property in local communities but also enable the state to carry a larger share of the expenditures for school purposes. Taking the state as a whole, school expenditures represent a tax of approximately one-half of 1 per cent of the total wealth of the state. For purposes of education the state is using less than \$2 out of every \$100 of its estimated total income. Unfortunately, this burden falls almost entirely on real property. Other forms of wealth contribute practically nothing to the State's educational program.

—The Flushing township, Ohio, rural schools were closed, January 30th, for want of funds. Three hundred pupils will have a four months' extra vacation.

—The Chelsea, Mass., school committee has raised the salary of Superintendent Frank E. Parlin to \$4,700 and the principal of the high school to \$3,800. The teachers receive an increase of \$100 each.

—The teachers of Chicago believe that they are entitled to an increase in pay. Superintendent McAndrew supports the belief. The increase, however, cannot be granted, says the board of education, without curtailing other necessary things.

—The Wisconsin department of education has issued the following ruling: The driver of a transportation vehicle has the same authority in the matter of exercising control over the children while in the vehicle on their way to and from school that is given by the provisions of the statute to the teacher in enforcing discipline in and about the school grounds and buildings. Children should not under any circumstances be permitted to annoy or bother each other in any way while in the vehicle. The throwing of caps or wraps out of the vehicle should not be permitted under any circumstances. If the children are incorrigible the driver is under obligation to present the matter to the teacher in the school and also to the parents.

—The Sacramento, California, board of education has appointed Jesse Ray Overturf as Assistant Superintendent of Schools under Supt. Charles C. Hughes. This action was necessitated by the rapid growth of Sacramento during the last decade, resulting in an increase of thousands in the number of pupils attending the schools, causing the Superintendent's work to become heavier and heavier.

Mr. Overturf's experience qualifies him well to discharge the duties of the office to which he has been appointed. A graduate of the University of Nebraska, he has served as a teacher, as a principal of several high schools, and as superintendent of schools in various Nebraska cities. His work in Sacramento will consist of a general supervision of the city's schools.

Canton, O.—After serving two terms of three years each as county school superintendent, J. A. Smith has resigned, his resignation becoming effective August 1. Mr. Smith announced his intention to retire three years ago, when he was reelected for the second time.

H. D. Teal, with an experience of more than 20 years, has been named to succeed Mr. Smith after acting as his assistant for one year. Mr. Teal is a graduate of the University of Pennsylvania and of Teachers' College, Columbia University, and at present is taking a post-graduate course at Ohio University.

The county schools have approximately 12,000 students enrolled with a corps of 382 teachers. The superintendent's salary has been raised from \$4,000 with traveling expenses, to \$4,500 without traveling rates.



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No. 1949

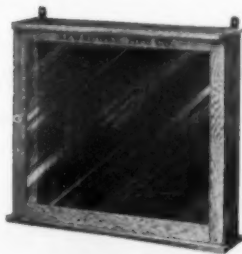
**DOUBLE MANUAL TRAINING BENCH**  
Ideal for the conservation of floor space, as it accommodates 12 students. Very sturdily built and has an unusually fine appearance.



No. 14223

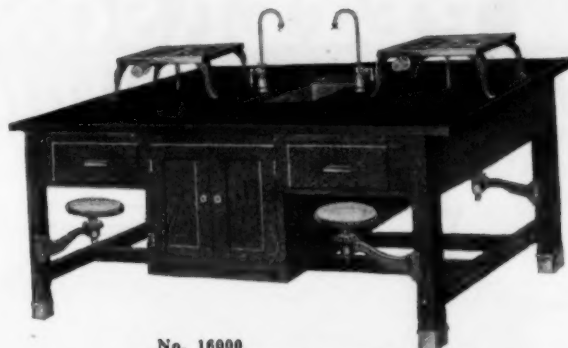
#### COMBINATION PHYSICS AND CHEMISTRY TABLE

This design is practical for use as a student's desk or in a private laboratory. Has two larger and eight smaller drawers and four cupboards. Very solidly constructed and finely finished.



No. 1514

**BULLETIN BOARD**  
with door. For posting special reports, notices of meetings, etc.



No. 16000

#### DOMESTIC SCIENCE GROUP TABLE

This table is a very desirable addition to the Domestic Science Equipment. It embraces every feature that is necessary in a Domestic Science Table. Will accommodate four students at one time.



No. 1006

#### STUDENTS' BIOLOGY LABORATORY TABLE

Where a complete work-table is desired, this will fill the need admirably.



No. 14354

#### Supply Case

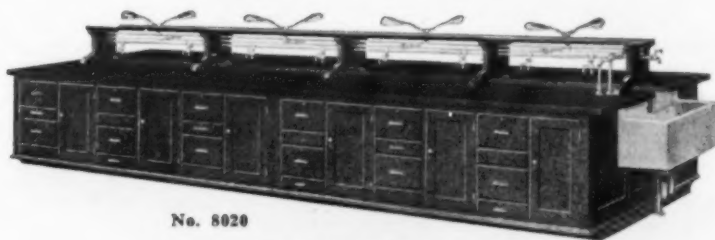
A very practical case. The two sliding Hyloplate doors make a very fine blackboard.



No. 1302

#### ELECTRICAL DESK

Accommodates 8 students working in sections of four. Each student has one small drawer exclusively. The top tier of drawers and the cupboards are used in common. A two-gang set of Hubbell polarized plugs and receptacles is placed at each end of desk.

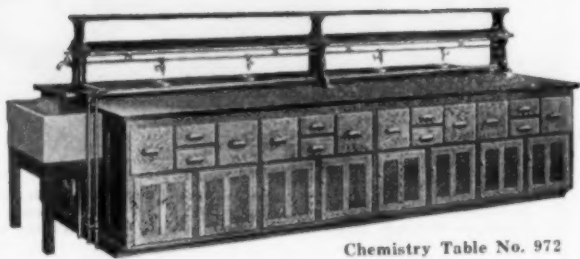


No. 8020

#### CHEMICAL DESK

This design contains two features not to be overlooked. The electric light attachments are new. The small drawers extending through the entire table provide storage room for long condensing tubes and other equipment. This desk will accommodate twenty-four students working in groups of eight.

## PETERSON Laboratory Furniture



Chemistry Table No. 972

### A Permanent Investment

To equip an efficient, modern Laboratory, demands careful study and thorough investigation. Get the facts, before you make your selection.

Peterson Furniture guarantees a permanent investment in fine Laboratory Equipment. Profit by our 35 years' experience manufacturing good Laboratory Furniture.

If you intend to furnish a laboratory, mail us a floor plan of the rooms, and our Engineers will gladly prepare blue-prints, specifications, and an estimate, without obligation.

Write for Catalog No. 14-A

### LEONARD PETERSON & CO. INC.

Manufacturers of Guaranteed Laboratory Furniture  
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1222-34 Fullerton Ave.,

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New York Sales Office: Knickerbocker Building, 42nd and Broadway

## Is It Costing Too Much?

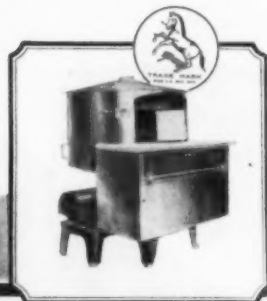
**R**EMEMBER, health must be protected. You must serve meals on immaculate china, and yet you cannot afford a great deal for dishwashing.

The Autosan is the answer to your problem. It will save half your dishwashing payroll and 60 per cent of your breakage. It will insure the health and contentment of the students you serve.

The Autosan washes, rinses and sterilizes every piece of china, glass and silver in your dish pantry. Its keen jets of boiling water and hot steam cleanse tableware hygienically, rapidly, and at rock-bottom cost. There is no more economical way to wash dishes.

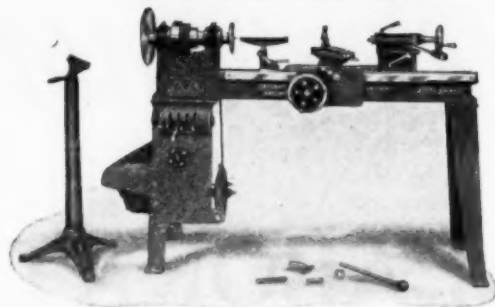
Let us send you Folder SB-86 explaining how an Autosan may be installed in your kitchen at a real saving to you.

Colts Patent Fire Arms Mfg. Co.  
Hartford, Conn., U. S. A.



**AUTOSAN** DISH AND SILVER  
CLEANING  
MACHINE

TRADE MARK REGISTERED U.S. PAT. OFFICE



## "Big Money" vs. School

All signs point to a great revival in industry for 1925.

Every big industrial revival exerts a powerful pull on the boy in school to get a job and earn "big" money. To offset this pull away from school, first class mechanical equipment in the school shop can do more than any other means yet devised.

GTD lathes were designed for the school shop. Not only was economy considered but also the need of keeping the student's interest by giving him a machine that would yield a sense of satisfaction in its operation.

Send for our Lathe Bulletin

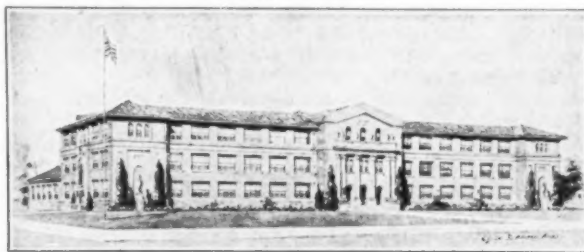


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Camden Junior High School - Camden, N. J.  
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**O**F THE NUMEROUS High School installations made by us, we are especially proud of that in the Camden Junior High School. For over 70 Years our

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have been the choice of school authorities everywhere. Send for High School booklet.

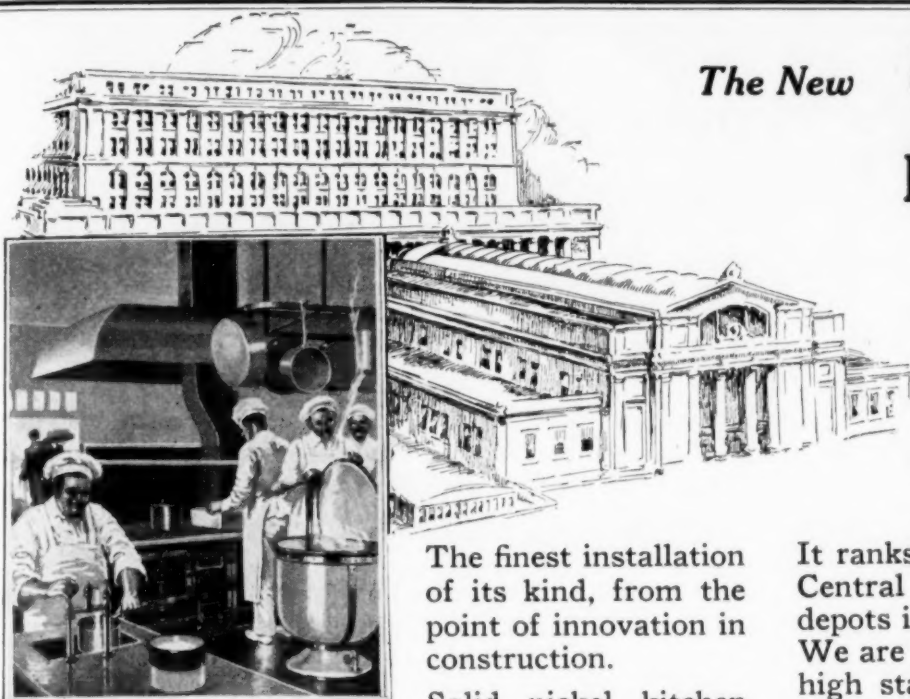


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## The New Union Station Chicago

### Fred Harvey System INSTALLS Van Equipment — for the Preparation and Serving of Food

The finest installation of its kind, from the point of innovation in construction.

Solid nickel kitchen appointments. Chicago and the entire Nation can well be proud of this enormous depot project.

It ranks with the Pennsylvania and New York Central Depots, in New York City, and rivals the depots in Washington and Kansas City.

We are proud that our work was considered the high standard required for this world wonder terminal. We are also happy to be able to say that Fred Harvey first used Van Kitchen Equipment nearly fifty years ago.

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Catalogue

CHICAGO  
LOUISVILLE  
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NEW ORLEANS

*"That Enduring Quality"*

Van Kitchen Equipment is known and used wherever the highest type of work is required

**The John Van Range Co.**  
EQUIPMENT FOR THE PREPARATION AND SERVING OF FOOD  
Cincinnati

BUFFALO  
ATLANTA  
DETROIT  
PITTSBURGH  
MUSKOGEE

## TEACHERS AND ADMINISTRATION

—In a special message to the California legislature, the Governor has declared the school teachers' retirement fund to be insolvent to the extent of \$30,000,000.

—The school board of Lynn, Mass., has adopted a budget of \$1,238,055, which is sufficient to take care of the automatic increases in salaries for teachers.

—The school board of Syracuse, N. Y., has adopted the teachers' equal pay law, retroactive to September first. The action of the board adds approximately \$180,000 this year to the school payroll.

—The school board of Champaign, Ill., has adopted a wage schedule and regulations governing teachers. The schedule provides for a regular increase of \$50 a year for high school teachers until a maximum of \$1,900 for women and \$2,000 for men is reached.

Applicants for positions as teachers in the high school must have a bachelor's degree from a recognized college and must have had at least fifteen hours of college credit in education. Teachers of non-academic subjects, applying for positions in the schools must have a technical education of equal rank, the same as required for years past.

Applicants for positions in elementary schools must be graduates of a two-year course beyond the high school, or show full credits for two years of regular college work.

—The school board of Oneida, N. Y., has adopted rules covering deductions from teachers' salaries because of illness and other causes. The rules read:

1. A teacher absent because of personal illness shall forfeit her full salary for the time in excess of twenty school days during the year. For the first ten days the teacher shall receive full salary. For the second ten days she shall

receive half salary. In especially serious cases of personal illness, however, the period for which compensation may be paid may be extended by vote of the board upon recommendation of the Teachers' committee.

2. For causes other than personal illness a teacher may be absent for the period indicated without loss of pay.

(a) One day each semester for visiting schools. A written report of such visits shall be made to the superintendent.

(b) Three days for death or serious illness in the immediate family.

(c) One-half day for attending the funeral of a relative not in the immediate family.

—The Indianapolis school board is to have control over the licensing and supervision of teachers and other school employees under the provisions of a bill recently introduced in the Indiana legislature. The law removes these duties from the state board of education as they apply to the city of Indianapolis.

—A resolution providing for a pension fund for teachers and instructors serving thirty years in the schools of Texas is provided for in a bill introduced in the state legislature. The bill calls for the levying of an ad valorem tax of one and one-half cents on each \$100 valuation for the creation of a fund. No teacher would receive more than \$50 a month under the rules.

—Omaha, Neb. A new rule of the board provides that unmarried applicants shall be favored in appointments of teachers, other qualifications being equal. Where it is a case of a special qualification, it is provided that qualifications shall rule regardless of the domestic aspect involved.

—Boston, Mass. A substantial increase in the maximum salary of teachers, a uniform raise of \$144 yearly for both men and women teachers, and the recognition of women as teachers—not assistants—are the recommendations of the salary committee recently presented to the board after a study of the salary problem. It is pointed out that for more than twelve years Boston teachers have been required to produce higher scholarship, while economics and other conditions have remained practically the same.

Under the schedule affecting all classes of teachers in day, evening and continuation schools, it is proposed that there shall be a

minimum salary of \$2,124 for high school teachers, with a maximum of \$3,708; a minimum of \$1,488 for elementary teachers and \$2,880 as a maximum.

—A direct tax levy for the levying of a state tax for teachers' salaries in the state of New York, including New York City and municipalities, has been urged by the State Board of Regents and legislative leaders. The state tax, it is believed, would relieve the up-state cities from the burdens under which they have been staggering, due to the increased cost of education. In many cases, it would relieve cities of one of the largest items of expense in the budget.

—The test case of Miss Edith Armitage, against the school board of Auburn, N. Y., was recently carried to the Court of Appeals at Albany. Both the Supreme Court and the Appellate Division had previously ruled against the teacher, holding that local boards of education have complete jurisdiction in the amount of increments and how they are to be paid to teachers. The controversy arose when the school board fixed the annual increase at \$50, instead of \$75, as provided under the state law. Auburn was one of many places where the increment was fixed at less than \$75, and teachers in other places decided to make a test case in that of Miss Armitage.

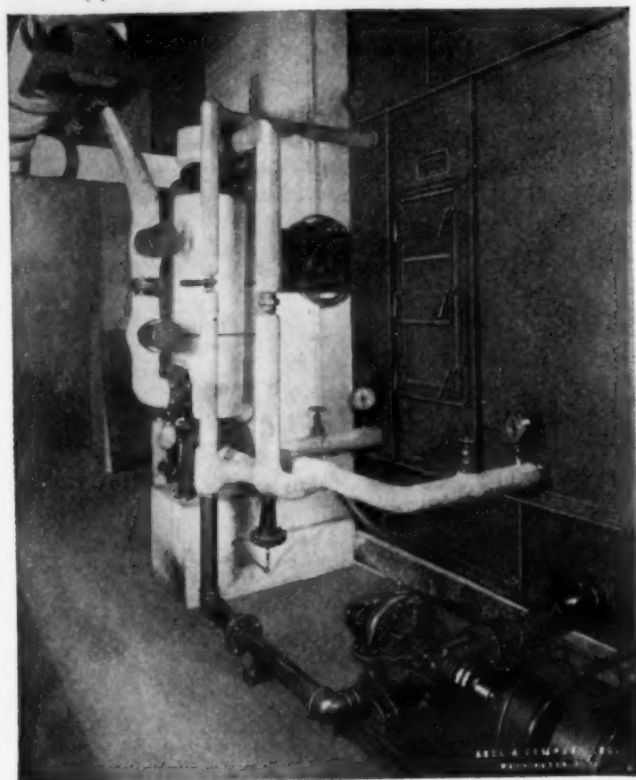
—A readjustment of salaries and the establishment of a merit system are provided for in recommendations recently presented to the Syracuse, N. Y., school board by Supt. P. M. Hughes. The new plan provides for a merit system similar to that adopted in Buffalo and Rochester and a readjustment of salaries in accordance with the equal pay law.

Under the new plan, there will be salary increases for junior grade school principals, increases for some junior high school principals, and a classification of several schools. There will also be salary increases for the large group of grade teachers not affected by the provisions of the equal pay law.

—The Chicago board of Education is disposed to increase the salaries of teachers but finds that the exchequer will not bear any added strain this year.

—The emergency loan fund of the Cleveland teachers' federation has handled \$9,585.89 since





Carrier Air Washer. Note compactness, cleanliness and simplicity.

## There is only one best way to Ventilate Schools

NO one now questions the absolute necessity of proper ventilation for all kinds of school buildings. The only controversy now is over the various methods by which this ventilation may be accomplished.

Schools where growing children and young men and women are confined for hours each day, while doing the most exhaustive kind of work, certainly should be equipped with the very best ventilating apparatus obtainable;—and remember that there can be only one BEST!

Numerous tests show that mechanically washed, moistened and tempered air,—properly distributed, gives better results than obtained by any other method.

Air conditioning equipment built by Carrier has many distinct features; such as a perfect spraying system, excellent washing surface, low frictional resistance to air, and an operating simplicity that keeps it working after more complicated apparatus is abandoned.

This no doubt explains why many of our finest schools are "Carrier Equipt."

**Carrier Air Conditioning Co.** of America  
186 MORTIMER ST. - BUFFALO, N. Y.

it was started. The loans have varied from \$35 to \$1,000. Most of the loans have been made for a three year period with the idea that some of the teachers benefited might recover during this time and might wish to repay their loans. Some loans have been made for a period of sixty or ninety days in order to take care of an emergency that seemed to the board of trustees to be of short duration.

All loans made have been without interest. The loans made to date have amounted to \$6,151. Of this amount teachers have been able to repay \$785.

—In response to a New England Writer, who claims that teachers grow old prematurely, the Indianapolis, Indiana, Star says: "To those who look on and regard teaching as one of the most laborious and exacting of occupations, it might reasonably seem that the teachers would easily and early show the strain and look fagged and old before they should. Perhaps some do, but as a class this is hardly the fact. The thousands of teachers who swarm into Indianapolis each year from over the state do not look worn. Not all of them are young by any means, but the general impression is of animation and youthful vigor. They are in fact blooming. The same is true of local teachers."

### TEACHERS' SALARIES

—Hackensack, N. J. The school board has approved a recommendation of the special committee, providing for a slight change in the operation of the merit plan for salary increases. Special increases in salary for professional courses are to be discontinued. Under a new arrangement, an appropriation is to be made covering the cost of providing special courses of study in Hackensack, for certain groups of teachers, to assist them in working out problems of particular importance.

Where such courses are of advantage to only a limited group of teachers, allowances will be made to those outside the group to cover tuition and registration fees for courses approved in advance by the supervising principal, in accordance with previous rules.

In a spirit of fairness, it is provided that teachers having started upon professional courses shall be given increases of \$50 per year following the securing of credits, but such

courses must be completed not later than June 30, 1925.

The committee pointed out that a more fair distribution of the money available for salary increases is possible by direct apportionment under the merit plan.

—Professor T. H. Reed of the University of Michigan, speaking before the Michigan Teachers' Association recently, declared that leisure is more imperative for school teachers than increased salaries. "Teaching is an overworked profession," he said, "and it requires that teachers spend their evenings looking over papers. How can they conserve their energy to keep abreast of the times under such conditions?"

—Recommendations recently presented to the school board of Detroit, Mich., by Supt. Frank Cody, provide that the maximum salary in all divisions of the service be increased by \$100. This means that those in the first group of the schedule will receive \$2,100 the sixth year and those in the second group \$2,700. The rule applies to those now receiving the maximum salary. It was shown that while Detroit's salaries compare favorably with those in other cities, the maximum figures are relatively low. Supt. Cody's report was based on a survey of teachers' salaries in the largest cities recently made by the National Education Association.

—Rome, New York. Demands for equal pay with men, made upon the board of education under the new state law, have been refused women teachers of the Rome Free Academy. In lieu of an exact fulfillment of the law, the board adopted a compromise measure subject to the approval of the state education department. Under the arrangement, the men and women teachers will be placed on the same plane. For the present, it gives additional salary to only four of the eighteen teachers demanding it. As course directors, they would receive \$300 a year more than now; while section advisers would receive \$300 less than they, and teachers \$300 less still.

Men on the faculty will be made course directors with no advance over their present salaries. The maximum for a course director is \$2,500.

The two new classes of positions, namely course directors and section advisers, introduce into the high school a more personal relationship between pupil and teacher, together with special

duties above the grade of teachers.

—With over 400 teachers' cottages built by rural school districts in the state of Washington, Mrs. Josephine Corliss Preston, state superintendent, believes that an ideal situation has been achieved. She recently said: "City life could not go on a single day without the assistance of the people in the country raising the food. The people in the country will not remain there long if their children are not given good schools and good teachers. On the other hand, the people in the cities will not stay there long without foodstuffs. Teachers will not work in the country for any length of time unless they are comfortably housed and provided with normal social diversion."

—The legislature of Ohio will be asked to enact a teachers' tenure law. The Cincinnati teachers' association in a bulletin says: "The proposed Ohio law provides that after the position of the teacher has become secure, through a probationary period of three years, she even then can be preemptorily dismissed for neglect of duty, insubordination, conduct unbecoming a teacher, immoral or criminal conduct. And then at the end of any school year, after 60 days' notice, she can be dismissed for incompetency, inefficiency, neglect of duty and lack of professional growth. Could anything more be required to insure the highest protection of all concerned? The reasons for its enactment are many. It will make for better teachers, better schools, greater interest and the placing of the profession on a higher standard."

—In the way of comment on the expression of school board members who disapprove the employment of married women teachers the New Bedford, Mass., Standard says: "On the whole, however, the objection to the employment, in the city service, of women who have husbands willing and able to support them rests on a valid basis. Given two women of equal qualifications for teaching, one of them single and self-supporting, the other married and assured of support from her husband, there are good reasons why the former should have the preference, not simply because she needs the job more, but on broader social grounds. We do not see how any hard and fast rule can be made, but we have no doubt public opinion approves the policy indicated."

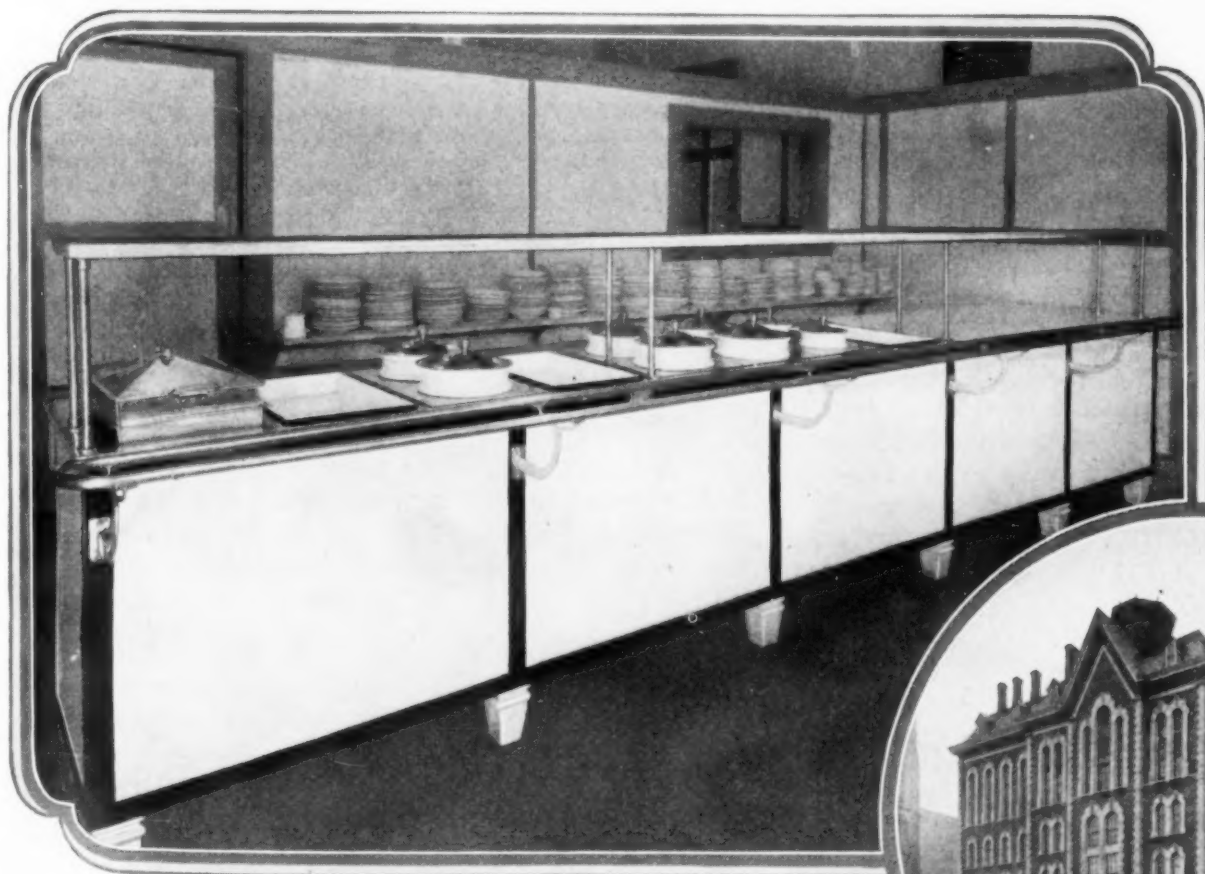


# There is no Substitute for PIX Cafeteria Equipment

**I**N PLANNING a School Cafeteria, educators often complain of bewilderment at the many kinds of equipment offered for their use. How, they ask, can they be assured of securing the best equipment unless they are technical experts? True, there are literally hundreds of methods of making such items as a cafeteria counter—and many methods of cheapening manufacture are possible. However, there is an accepted standard that is the surety of educators everywhere. It is PIX Cafeteria Equipment. It meets any budget, for schools small as well as large. Albert Pick & Company's great factory produces it and it is sponsored by the largest organization of its kind in the world. For assured satisfaction, economy and lasting service—there is indeed no substitute for PIX Cafeteria Equipment!

## ALBERT PICK & COMPANY

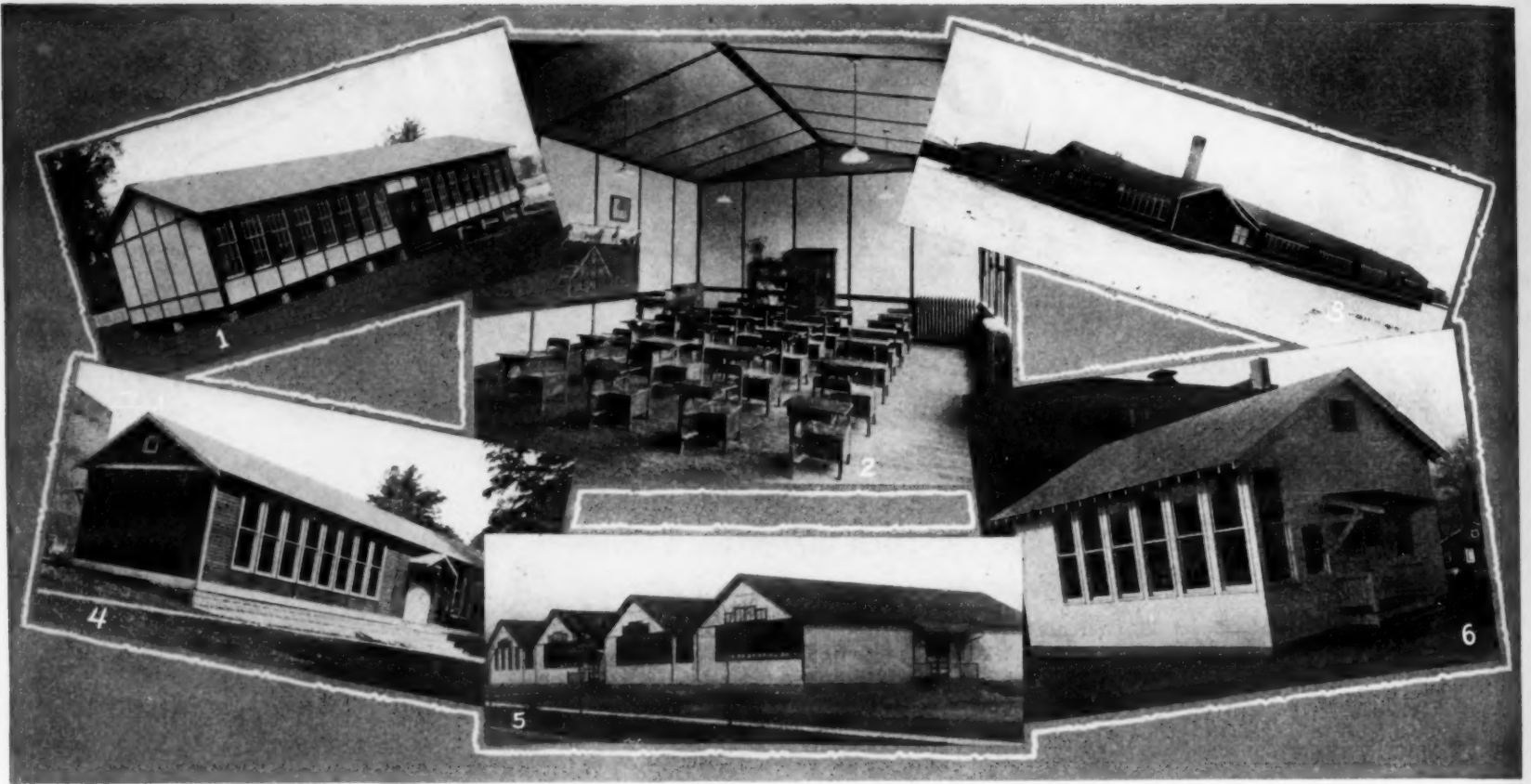
208-224 WEST RANDOLPH STREET  
CHICAGO, ILLINOIS



An Albert Pick & Company Cafeteria in St. Ignatius College, Chicago. This is an example of a modern cafeteria in an old school building.



The School Cafeteria need not be large or unduly expensive. Service and equipment can easily be simplified to keep costs low—but good equipment is essential and in the long run means lower expenditures for fuel, for labor and for replacement. PIX Cafeteria Equipment is an investment in economy!



TYPES OF PORTABLE SCHOOL BUILDINGS WHICH ARE GIVING EFFICIENT SERVICE.

1. A two-room unit which is covered with fireproof asbestos material and has an asbestos roof. (Asbestos Bldgs. Co., Philadelphia.) 2. This cheerful one-room unit has electric light and steam heat. The ceiling has a space above it to insulate the room against cold and heat. (The Armstrong Co., Ithaca, N. Y.) 3. A large portable in an industrial city near Chicago is set on a concrete block foundation and has toilets and a steam heating system. It includes an auditorium-gymnasium. (Circle A Products Corp.,

Champaign, Ill.) 4. A two-room unit set on a concrete block foundation which insures a warm floor. (Merston & Morley Co., Saginaw, Mich.) 5. This eight-room group with a central corridor and toilets is exceedingly compact. (American Portable House Co., Seattle, Wash.) 6. This one-room unit, which is the latest adaptation of the original "barrack" movable school, is as neat and trim as any cottage. (Togan-Stiles Co., Grand Rapids, Mich.)

### WHAT ABOUT PORTABLE SCHOOL-HOUSES?

(Continued from Page 65)

number desired. In other words, each unit is complete in itself and yet can be tied into an entire battery without any difficulty."

One of the leading manufacturers of portable schoolhouses, who has sold portables to over three hundred cities, making a total of more than two thousand classrooms, says:

"Our estimate of the average cost of portables is \$1,600 per room, or about \$40 per pupil. We know of a number of our buildings which have been used twenty years. We have no way of knowing what per cent of our buildings are no longer used for school purposes. Portable schools last as long as any frame building, and are usually abandoned only when a temporary building is no longer needed. Smaller districts and cities frequently catch up with their building program, but the larger cities seldom do.

"Most of our portable buildings are sold east of the Mississippi River and north of the Ohio River. During the past two years, we have had unusually large numbers of inquiries about

portables from the southern states. So far very few portables are used in these states."

"As you know, even when money is available, it is not economical to build a one or two-room addition to permanent buildings," says a builder of portable buildings, "or to build permanent schools at new locations before there is a sufficient need to justify them. Many school boards in growing cities consider a certain number of portables an essential part of their school equipment. Due to the portable features of portable schools, school boards are able to have schoolrooms immediately at the points where they need them."

#### Enumerating the Several Advantages

The experience of another builder of portable schools, covering a period of many years, makes the following observations as to their needs and uses. He says:

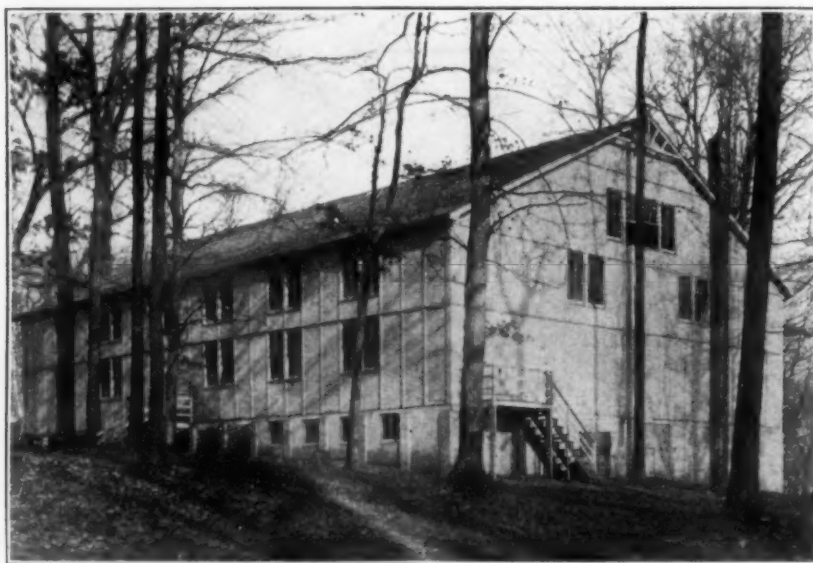
"It is not unusual for new industries to

start in a city and cause the immediate need of additional schoolrooms near the new industrial plant. Unusual activity in some particular industry often causes a temporary shift of population.

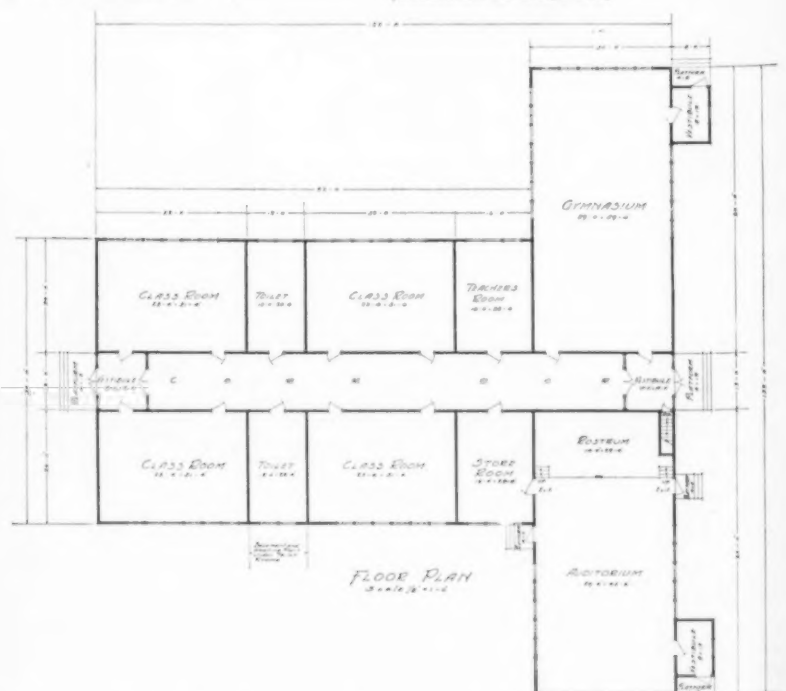
"Portable schools today are much improved over those in years past. Formerly school boards considered portables as a very temporary proposition. Anything which would suffice for a year or two would do. Buildings were frequently bought with low walls, single floors, no overhead ceiling and were lacking in the amount of light provided.

"Present day buildings are designed to duplicate permanent classrooms insofar as proper size and shape of room, arrangement and number of windows, blackboard space, and cloak rooms are concerned. In fact, portable classrooms are often more desirable than classrooms

(Concluded on Page 119)



A Portable School Gymnasium which offers all the conveniences of a permanent building at a low cost. (American Portable House Co.)



Layout for a Portable Schoolhouse including a gymnasium and an auditorium. (American Portable House Co.)





## How will *your* school cafeteria equipment look, ten years from now?

**T**HE need for cafeteria equipment in the school is evident in every community. When you install food and equipment, do not make the thoughtless mistake of purchasing *temporary* equipment.

Oddly, it is the *temporary* food and drink equipment which is considered cheapest but—in the long run, is it cheaper?

Ask yourself: "how will this installation look in ten years?"

Today—five years from now—ten years—a lifetime, makes no difference in the appearance and servicability of **Sani** school cafeteria equipment. It will look just as well year after year, as it did the day it was installed.

**Sani-Onyx** and **Sani-Metal** will give you beauty, sanitation and permanence. The snow-white **Sani-Onyx** table tops shown above cannot be spotted or

stained by fruit juices or other liquids. Simply wiping with a damp cloth keeps them clean, sparkling white and inviting. **Sani-Metal** porcelain enamel table bases cannot be injured with wet brooms and mops. Collect no dirt. Can't rust or rot. Easily kept clean. Can be secured in white, brown, mahogany and all standard colors.

**Sani** school cafeteria equipment spells sanitation and healthfulness. Such an equipment benefits the taxpayer by safeguarding his "investment"—benefits the community by raising the standard of schools—benefits the school children providing a clean, snow-white inviting place to eat. Your community deserves **Sani** equipment in the school cafeteria!

Write to the nearest fixture supply house or this office, for catalog and full information on the **Sani** line of food and drink equipment. Send a diagram of your floor space and we will make a blue print layout of a complete school cafeteria installment, free of charge.

### **Sani** Products Co.

300 Sani Building

North Chicago, Illinois

Canadian Factory: 284 St. Helens Ave., Toronto Canada

Selling Organization for Marrietta Manufacturing Co. and Chicago Hardware Foundry Co.

# Anchor Fences



Anchor  
Chain Link  
School Fence

## Certainly-- Anchor Fences Are Galvanized *after weaving*

For this is the most modern method. Practically all manufacturers of chain-link fence use it.

Galvanizing *after weaving* is essential. But the durability of a fence depends on other factors, too.

What is the fabric made of? How are the posts set? Today, these are the questions which the fence buyer should ask.

Anchor Chain Link Fabric is made of **rust-resisting copper steel** wire—an Anchor feature which offers maximum resistance against corrosion! The posts are **drive-anchored**—insuring permanent fence alignment!

Investigate these Anchor advantages before you buy. It will pay you. Write for Specification Manual No. 60.



ANCHOR POST IRON WORKS  
52 Church Street, New York, N. Y.

Branch Offices and Sales Agents in  
Principal Cities

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1920 - 400 Tons

1921 - 243 "

Saved 157 Tons

157 Tons of Coal Saved  
First Year

**T**HAT'S what Electrozone did for the Bates School in St. Louis the first year after it was installed. And it's still doing it!

Coal consumption in this school, which, in 1920 (before Electrozone was installed) amounted to 400 tons, was reduced in 1921, 1922 and 1923 to 243, 220 and 248 tons respectively—an average yearly saving of 163 tons!

*That's one of the reasons why 75 St. Louis schools are now equipped with Electrozone!*

Electrozone has other desirable features, too:

1. It maintains an abundant supply of pure, fresh air in crowded school buildings.
2. Reduces installation costs.
3. Reduces size of boiler required.
4. Can be installed in old buildings as well as in new.
5. Old buildings can be doubled in size with no increase in size of boilers.
6. Can be installed at a cost of three cents per cubic foot.

*Electrozone ventilation will do for your school what it is now doing for 75 St. Louis Schools. Ask for Bulletin S-9 telling how. No obligation.*

**THE AIR CONDITIONING AND  
ENGINEERING CO.**

ST. LOUIS

2914 So. Jefferson Ave.

MISSOURI

Pioneers of the Vacuum System of Steam Heating

## What *are* Webster Systems of Steam Heating?



WE are sometimes asked this question by school executives. Here is the answer. Webster Systems combine:

**SERVICE** by a comprehensive organization of trained heating engineers covering every state in the Union.

**EXPERIENCE** gained in providing more than 34,000 successful Webster Systems of Steam Heating.

**WEBSTER SYSTEM EQUIPMENT** comprising a complete line of steam heating appliances proven correct in design by test and use.

**WEBSTER ENGINEERING METHODS** developed by our experience and in extensive laboratories. They assure correct application of Webster System equipment.

Webster Vacuum Systems and Webster Modulation Systems are provided to meet the requirements of every type and size of school building. A post card to Camden will put Webster Service to work for you.

**WARREN WEBSTER & COMPANY**

Established 1888

Camden, N. J.

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46 Branch Offices

Darling Bros., Ltd., Montreal, Canada

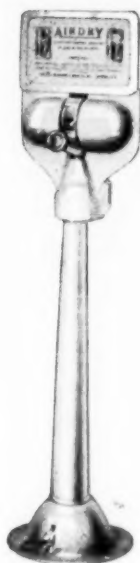


Systems of  
Steam Heating

More than 34,000 Webster Systems  
Installed since 1888



# Boy-Proof and Dirt-Proof— Air-Dry, Ideal Lavatory Equipment



School boards and school officials all over the country have been most enthusiastic about that new and economical equipment for lavatories—Airdry.

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ture's way—by evaporation. The machine comes in two types, the pedestal and the recessed wall type specified by leading architects for new school buildings, libraries, and public buildings everywhere.

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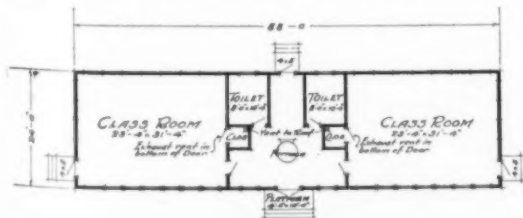
Chicago, Illinois

(Concluded from Page 116)

in permanent buildings which are of less modern construction.

"Isolated classrooms have two disadvantages. One is due to the type of heating plant which requires that the teacher see that the plant is properly regulated. Room heaters with foul air exhaust flues, when properly operated, give very satisfactory heat and ventilation. The other disadvantage is the inconvenience in connection with the proper supervision. Where a number of rooms are required, it is now customary to group these rooms under one roof and in some cases a central heating plant is installed. Portable buildings are not difficult to heat with a good heating plant. Since all of the rooms are on one floor level, supervision is easier than in many permanent schools.

"Of course, the big advantage of using portable schools is the fact that they provide immediate housing facilities. Time lost by students is not usually regained.



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"Many school boards have not been satisfied with portable buildings, and being unable to build permanent structures have built semi-permanent frame schools. These buildings will have no salvage value and have no advantages which can not be secured in portable buildings as they are now built. There is a great flexibility in portable construction which

permits portable companies to make changes to meet the particular requirements of the purchaser. The reclaim value of a portable, after deducting cost of dismantling the building, is, in many cases, as high as ninety per cent of the original cost."

The introduction of the portable schoolhouse involves a number of considerations. What is the shift of school population from one section to another? What is the number of portables to be employed if a permanent structure is unwarranted? Shall it be a mere shack or can it be made an ornament to the school grounds? What about heating, lighting, ventilation? Since a carload shipment constitutes two portables, what are the economies of contracting for two instead of one portable?

In conclusion, it should be stated that the portable school is now in use in 42 states in the Union, and wherever used they have rendered the service for which they were intended. Whatever may be said about their desirability or undesirability, it may truthfully be asserted that they have made a real contribution to the educational progress of the Nation.



—Dr. Charles S. Benson, Haverhill, and Dr. John L. O'Toole, Bradford, were recently elected members of the school board at Haverhill, Mass.

—Michael Driscoll has served on the board of education of Brookline, Mass., for 51 years. He has been endorsed by the local school societies for reelection.

—After a deadlock of eleven months, Hugh W. McNamee was elected secretary-treasurer of the St. Louis, Mo., board of education. The position became vacant nearly a year ago when Charles P. Mason died. Mr. McNamee, who was the assistant, moved into the office temporarily at Mason's salary, \$8,200. He had been in the office for 18 years and most of that time was assistant to the secretary. His salary will revert to \$7,000 immediately. The board had previously agreed that the new secretary would start at that figure.

—Mr. W. A. Oakes has been appointed supervisor of school buildings for the school board of Gloucester, Mass.

—Dr. Albert B. Weaver has been elected president of the board of education at Louisville, Ky., to succeed Edward Gottschalk.

—The officers of the Indianapolis board of school commissioners, including Charles B. Yoke, president, Charles L. Barry, vice-president, and Albert Baker, attorney, have been reelected for the next year. Mr. Julius Emhardt was reappointed to the position of chief clerk to the superintendent of buildings and grounds.

—Dr. Henry A. Wood has resigned from the school board of Waltham, Mass., after a service covering a quarter of a century.

—The school board of Waltham, Mass., has created the position of custodian of school buildings. No person has as yet been appointed to fill the office.

—Supt. F. H. Nickerson has been reelected as superintendent and secretary of the board of Quincy, Mass.

—Mr. O. B. Thorgrimson has been elected president of the school board of Seattle, Wash., to succeed Dr. C. W. Sharples. Dr. E. L. Smith was elected vice-president, and Reuben Jones was renamed secretary.

—Prof. Wm. A. Weber has been elected president of the board of education of Dayton, O., to succeed W. D. Blaik. L. B. Cline was elected vice-president, to succeed Mrs. McD. Howsare.

—Miss Juliette Sessions has been elected president of the board of education of Columbus, O. Miss Sessions is a former teacher and has acted as chairman of the finance committee of the board. Mr. E. L. McCune, clerk of the board, was given a substantial increase in salary.

—Mr. E. B. Hughes has been reelected president of the board of education of Hamilton, O.

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**FIRST** Because it provides a two pipe system with a positive venting of the air and water from radiators through the application of the Dunham Trap. Steam, air and water do not get along well together in the obsolete one or two pipe systems no matter how many air valves or other attachments are placed on the radiators.

**SECOND** The Dunham Return Heating System returns the condensate to the boiler through the scientifically designed Dunham Return Trap, or by means of the Return Pump, the air being permitted to escape to the atmosphere through the Dunham Air Eliminator.

**THIRD** The Dunham Return Heating System provides a maximum radiator efficiency, using all of the steam in the radiators. It keeps radiators free from air, prevents the collision of steam and water, and thus eliminates the knocking, pounding noises of the old-fashioned one and two pipe systems not provided with proper traps.

**FOURTH** The Dunham System is noiseless, responsive, easily controlled and wonderfully flexible. It does away with leaking, hissing, sputtering air valves. Frequently these advantages may be secured in existing one or two pipe systems where satisfactory results have not been obtained by changing over to the Dunham Two Pipe Return System. Write us fully regarding your heating problems and let our engineers advise you.

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Mr. E. M. Eickenberry was again chosen as vice-president.

—Mr. Wm. E. Wright has been elected president of the board of education of Toledo, O., to succeed the late Charles Feilbach. Mr. J. D. Robinson, a new member of the board, was elected vice-president, and Mr. R. S. Wenzlau was reelected director of schools.

—Mr. F. W. Bowers has been elected clerk of the board at Kent, O., for his twenty-first term. Mr. H. E. Birkner was elected president, and Olive Gray France, vice-president.

—A luncheon in honor of Mr. Pierre S. DuPont, the friend of education in Delaware, was given by members of the women's joint legislative committee, in the ballroom of the Hotel DuPont, Wilmington, Del. Mrs. H. D. Boyer of Smyrna, chairman of the committee, presided, and Mrs. H. G. Ridgely acted as toastmistress. Mr. DuPont and Mrs. Florence B. Hilles were the only speakers at the luncheon. The committee discussed various measures proposed in connection with the program of work to be carried out at the next legislative session. Mr. DuPont spoke on the character and extent of his new school program.

—Mrs. B. B. White has been reelected as president of the board of education at Terre Haute, Ind. Other officials elected are E. B. Cowan, treasurer, and W. F. Mendenhall, secretary.

—Mr. E. Manuel Burns has been appointed as accountant for the board of education of Hagerstown, Md., to succeed G. M. Gruber.

—President J. E. Lightle, Mr. J. H. Deener, Mr. W. E. Word and Mr. Henry Bell of the Searcy, Ark., school board have resigned after services ranging from eight to seventeen years. Mr. W. D. Davenport, Mr. L. O. Sotts, Mr. A. H. Royston and Mrs. Ben Grisham have been elected to fill the unexpired terms. The latter is the first woman member of the board.

—Mrs. Virginia Acher, on January first, became a member of the school board at Terre Haute, Ind. Mrs. Acher is the second woman member of the board and is interested in all activities for the welfare of the children of the city.

—The school board of Plain City, O., reorganized on January 5th, with the reelection of Benjamin E. Jones as president, H. E. Ledrick as vice-president, and Mrs. Leatha R. Lehman as clerk.

—Mr. R. Mueller has been appointed a member of the school board at Sheboygan, Wis., to fill the unexpired term of Dr. Thompson, whose death occurred last fall.

—A. W. Hopkins, president of the school board at Granville, Ill., is a philanthropist. He presented the community with a fine residence to be occupied by the school principal. A writer says of him: "Mr. Hopkins is a farmer with a vision so big and broad that he sees things that most men miss. Farmer Hopkins believes that the place for him to shine is at home. He says: 'The ones who need my attention most are the boys and girls growing up right around me.' He does not have to come to Chicago to visit a zoo; he has one on his own farm where buffalo, deer, the sacred ox and many other animals have a home. He is a student of life and this makes him a lover of children."

—Edward J. Guilfoil was appointed a member of the Albany, N. Y., board of education by Mayor Harvey Youngmans. Mr. Guilfoil is a democrat in politics and cashier of a large bank.

—Melvin A. Rice, president of the New Jersey state board of education, died January 2nd, in New York City after a long illness. His home was at Leonardo, N. J.

—Charles A. Gadd was reelected business manager of the Detroit, Michigan, board of education, at a salary of \$6,000 a year.

—The Pittsburgh, Pa., board of education has elected C. M. McKee, superintendent of supplies, at a salary of \$6,500 a year. John H. Henderson was elected school controller, at a salary of \$4,000.

—R. R. Kemp, secretary of the Port Huron, Mich., board of education, in a recent public address, said that "the schools are too much complicated by activities other than studies." In discussing this statement the Port Huron Herald remarks: "Certainly our institutions of learning, from the primary up to the university, have taken on many activities in recent years which were not dreamed of a century ago; but practically all of these things have been in response to more or less popular demand. And when we stop to reckon them up and consider their relative importance in the scheme of education, we find it difficult to put our finger upon any present school activity which we would willingly eliminate."

—Walter J. Cookson was elected chairman of the school committee of Worcester, Mass. John

A. Clough was elected vice-chairman, Joseph Beals, business manager, and Will A. Gray assistant clerk.

—J. C. Humes has been reelected president and Mrs. Walter Gray as vice-president of the Memphis, Tenn., board of education. G. W. Garner was chosen secretary.

—Dr. C. B. Hill was elected a member of the Somerset, Ky., board of education, to succeed Judge James Denton. The newly organized board consists of W. A. Moore, president; W. P. Gover, vice-president; George L. Elliott, secretary; Mrs. W. L. York, T. E. Jasper and Dr. C. B. Hill.

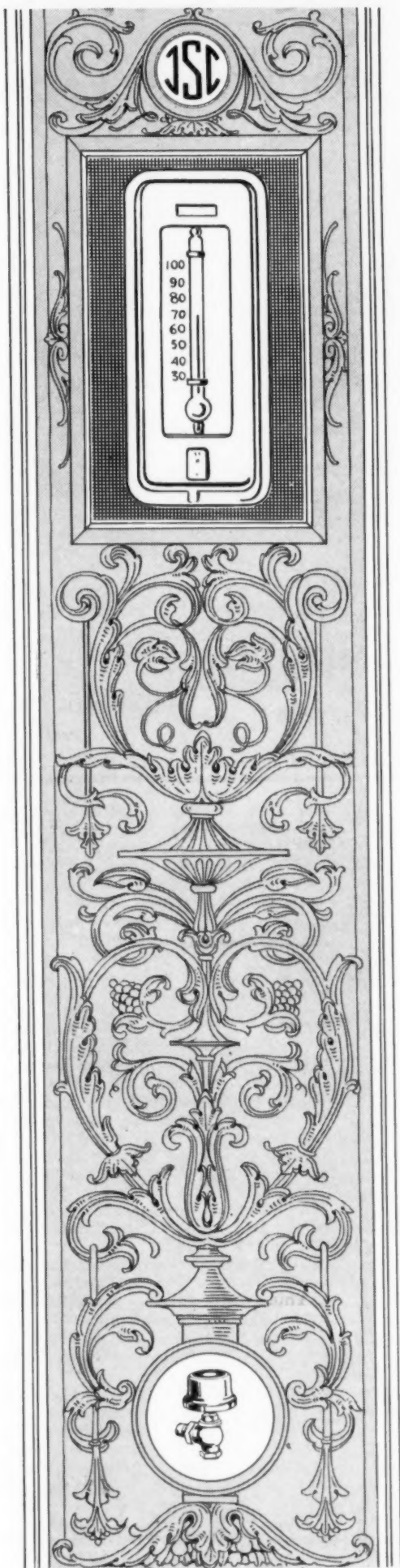
—At the dedication of the new school at Williamston, S. C., George S. Goodgion was master of ceremonies. Chairman W. W. Shaw, of the school board, made the opening talk. He was followed by James P. Gossett and Dr. W. T. Lander. The principal address was made by Dr. John G. Clinkscales of Wafford College.

—The dedication of the new school at Oak Grove, Lomax County, Mississippi, was in charge of Principal J. N. Herrington. The speakers were Chancellor T. P. Dale, Dan T. Currie, John A. Yeager, Judge N. C. Hill, H. C. Yawn, and R. L. Bennett.

—Chairman F. Loren of the Westmoreland, N. Y., board of education at the recent opening of a new school, was presented with a gold watch and chain. This gift came from the citizens in appreciation of his services in connection with the building of two new schools.

—The new high school at Chester, S. C., was dedicated with appropriate ceremonies. These were presided over by Myron E. Brookman, superintendent of schools. The speakers were W. D. Knox, county superintendent; John E. Nunnery, assistant county superintendent; E. R. Lucas, chairman, building committee, and W. A. Edwards, architect. Chairman T. H. White delivered the keys. Formal addresses were delivered by Dr. D. B. Johnson, president, Winthrop College, and Superintendent W. H. Hand of the Columbia city schools. The board of trustees is composed of T. H. White, chairman; J. C. McLure, secretary; W. J. Erwin, E. R. Lucas, R. B. Caldwell, R. R. Hafner and W. A. Corkill.





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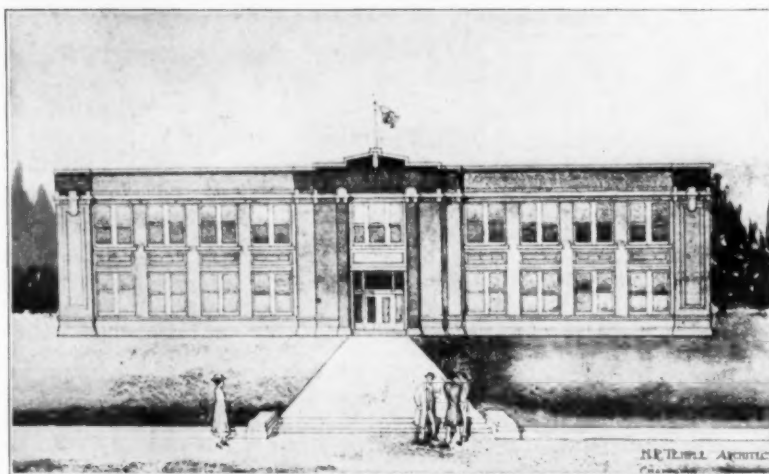


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## Minnesota School Board Convention

Reported by Russell S. Peterson.

The fourth annual convention of the Minnesota School Board Association was held in St. Paul, February fifth and sixth. From the standpoint of attendance, interest shown, and enthusiasm it was outstandingly the most successful convention that the association has held.

President George E. Susens of Alexandria, in his opening address, sketched briefly the history of the association. Up to three years ago, the only state-wide organization of Minnesota school boards was a school board section of the Minnesota Education Association which met in connection with the fall meeting of that body. This meeting was never attended by more than a handful of board members. Since the organization of the independent school board association, meeting annually in February, school boards throughout the state have shown a great deal more interest in the state association. Mr. Susens also made it very clear that the purpose of the association is not, as many Minnesota teachers think, to reduce teachers' salaries. It exists rather for the purpose of fostering the efficiency of the school boards of the state.

J. M. McConnell, state commissioner of education, in a very able address outlined the policies of the Minnesota department of education. The purpose of the department of education is not unnecessary meddling with the local authorities, but rather one of helpfulness. Mr. McConnell showed how through cooperation the school boards of the various communities throughout the state could make the work of the department even more helpful than it is at the present time. Some school boards in the state, for instance, notify the state teachers' employment bureau maintained by the department of vacancies in their teaching staff. Then when they fill it, they neglect to notify the bureau with the result that the employment bureau continues to send unnecessary notices of vacancy to the teacher whom the board has engaged, and sends notices of a vacancy to other teachers when no vacancy exists.

Governor Theodore Christianson who was elected to office last fall on an economy and tax-

reduction platform emphasized the part that school boards must play in any substantial reduction of taxes in the state. He urged particularly that school boards be conservative in the issuance of bonds for the construction of new buildings. It is unfair to saddle posterity with an indebtedness which we of the present are unwilling to pay.

#### School Boards and School Efficiency

One of the outstanding features of the convention was a paper, "School Boards and School efficiency," by R. B. MacLean, president of the Moorhead state teachers' college and president of the Minnesota educational association. Mr. MacLean's paper was particularly helpful not only because of the unusual insight which it showed into the problems which school boards face, but also because of the definite, concrete manner in which it handled the solutions of those problems. Speaking of the financing of building programs, Mr. MacLean said, "Too much financing of school buildings has been carried on as certain individuals buy automobiles. The machine is bought on an easy payment plan. The only outlay considered is the oil and gas to keep it running. Repairs are not anticipated. The element of depreciation is not in the owner's calculation. The result is the machine comes to the junk pile before the owner has completed payments or accumulated enough to replace the car."

On Thursday afternoon the convention listened to an interesting discussion of the observance of legal holidays, led by C. G. Schulz, secretary of the Minnesota educational association and Joseph Christopherson of the school board of Virginia, Minnesota. The general opinion expressed was that holidays should be days of patriotic observance and not days of mere idleness. It was felt that the present Minnesota statute which makes every legal holiday a school holiday should be modified so that the holiday would be observed in school, and an effort made to bring the message of the day home to the students, instead of turning them into the streets where all thought of the signifi-

cance of the day is lost. Opposition was also expressed to the creation of any more legal holidays.

B. K. Savre of Glenwood, vice-president of the association gave a talk on "School Budgets and Business Administration." He emphasized the fact that a budget if it is to be of any value must be followed absolutely. He stated, too, that harmony between the board and the superintendent is essential for the best results. The school board appropriates the money, but the superintendent spends it. Mr. Savre explained that at Glenwood, the superintendent acts as clerk of the board and keeps the books. Formerly a member of the board acted as clerk, kept the books, and issued the warrants. For this he received \$200 a year which really was too small an honorarium for the work involved. By giving these duties to the superintendent, the Glenwood school board not only saves this \$200 but a great deal more through economies effected by centralizing responsibility in the superintendent. The Glenwood superintendent is also a member of the budget committee, and of the committee that audits all bills.

Mr. Savre also emphasized the folly of issuing bonds without making provision for amortization and depreciation. Because Glenwood school authorities of the past did not do this, Glenwood last year paid more than \$8,000 or a tax rate of more than ten mills on the dollar simply for old indebtedness.

#### A Paid Full Time Secretary

Thursday evening's session was devoted to the reception of committee reports. The Committee on Supplies and Equipment made a suggestion that aroused a great deal of interest. It was suggested that a plan be devised for a central purchasing agency representing all school boards desiring its services. By pooling purchases and buying in large quantities, advantages could be secured which are not possible now, when each school board buys in small quantities for its own needs only. At the suggestion of the committee, a committee of five was appointed to investigate this proposition and to try to devise such a plan.

The committee of organization urged the need of a paid full-time executive secretary of the organization. The Minnesota school board asso-

(Concluded on Page 124)





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(Concluded from Page 122)  
ciation is stronger just now than it has ever been before, but there are still a great many boards that are not affiliated, and there is room for a great deal of activity in the development of useful county organizations. This extension program can scarcely be carried out without the services of a man who can devote his entire time to the upbuilding of the association.

The teachers' committee showed that in many schools economies could be effected without sacrificing efficiency by increasing the teaching load. Each teacher in the state should have the maximum load consistent with efficiency. The regulations of the Minnesota department of education fix forty pupils as the maximum for grade classes and thirty for high schools, but the average number of pupils in classes throughout the state is far below these figures. Wherever possible, small classes should be eliminated.

The education committee urged that as far as possible inequalities of educational opportunity over the state should be equalized. The pupil in an isolated country district should as far as legislative enactment can make it possible have the same educational privileges that the city child has. The committee also urged that in a program of financial retrenchment teachers' salaries should be the last item to be cut.

The most important number of the second day's program was a scholarly address, "Supplemental Aid and State Aid," by E. M. Phillips, state high school inspector. Beginning with the organic act of Minnesota Territory in 1849, Mr. Phillips traced the history of state aid in Minnesota up to the present time. By far the most important part of Minnesota's state aid program in Mr. Phillips' opinion is that embodied in what is known as the supplemental aid law. This undertakes to give equitable assistance to school districts whose tax levies indicate a heavy burden of school maintenance. The present law provides that in districts in which a maintenance levy of twenty mills does not yield \$40 per pupil, the state shall contribute enough to make \$40 per pupil on a twenty mill tax levy. An amendment pending before the state legislature proposes to raise the \$40 limit to \$45. Mr. Phillips stated that in his personal judgment if this limit were raised to \$50 or even \$55 per pupil, the law

would be found to operate in the direction of a much more equitable distribution.

### Present Officers Re-elected

The closing session was devoted to the transaction of association business. Geo. E. Susens of Alexandria was reelected president, and B. K. Savre of Glenwood was also elected to succeed himself as vice-president. It was decided to merge the office of secretary and treasurer, and John E. Palmer of Ortonville, who has been secretary of the association for the last two years was chosen to fill both offices. The treasurer the past year has been J. W. Jones of Fulda. Mr. Jones has also been very active in the work of the best organized county school board association in Minnesota, that of Murray County.

The following were elected to the board of directors: O. K. Hilly, Albert Lea; L. P. Wood, Delavan; A. J. Holm, Stillwater; Alfred Swift, North St. Paul; A. P. Ortquist, Minneapolis; L. H. Colson, Wadena; G. B. Bjornson, Minnetonka; Joseph Christopherson, Virginia; J. P. Wolfe, Moorhead; J. P. Enstad, North Branch.

The resolutions adopted at the final session were unusually vigorous and clean cut. In brief they put the association on record as favoring the changing of the time of the annual school meeting in Minnesota from the third Saturday in July to the third Tuesday in July; as opposing the creation of additional school holidays; and the observance of present holidays not by the closing of schools but by patriotic exercises in the schools; as being opposed to any change in the mode of election of the county superintendent of schools (at present Minnesota county superintendents are elected by popular vote); as being opposed to the Reed-Sterling Bill on the ground that it would concentrate in Washington authority in the matter of education that really belongs to the states; as recommending that the executive committee of the board of directors of the association should meet once each month; as favoring the devising of a plan to form a central purchasing agency for all school boards of the state; as favoring the continuance of the present supplementary aid law except so far as it needs minor corrections, and the appropriation by the legislature of money to make up a deficiency due to school districts of

the state for the last two years under the provisions of this law; as favoring the discontinuance of teachers' pensions and the liquidation of the state teachers' retirement fund.

The association also voted to extend to all high school superintendents and all county superintendents an invitation to attend the meetings of the association, and that they be given the privileges of the floor in all discussions. The resolution conveying this invitation stated, "The superintendent is a representative of the board of education of his school, to the faculty he conveys the plans and policies of the board, and to the board he brings the problems and plans of the faculty. In the strictest sense he is our co-worker, the school board's right hand in all matters affecting the business of school administration." A resolution was also passed recommending that school boards eliminate the fads and frills in education and return to fundamentals.

### HIGH SCHOOL ADMINISTRATION

—Marion, Ind. A course in landscape gardening and horticulture has been introduced in the evening school conducted at the high school building.

—State high school supervisors in Kentucky, in a study of the high school in the state, point to a most remarkable development since 1908. Previous to 1908 there were only a dozen first-class high schools, with an enrollment of a few hundred students. Now there are practically 500 public high schools, with a combined enrollment of more than 30,000 students.

These schools, it is pointed out, are not uniformly distributed but there has been a healthy gain in the efficiency and standardization of all of them, the graduates of 45 being received in all the colleges of the South, while 286 are schools having accredited relations with the colleges of the state.

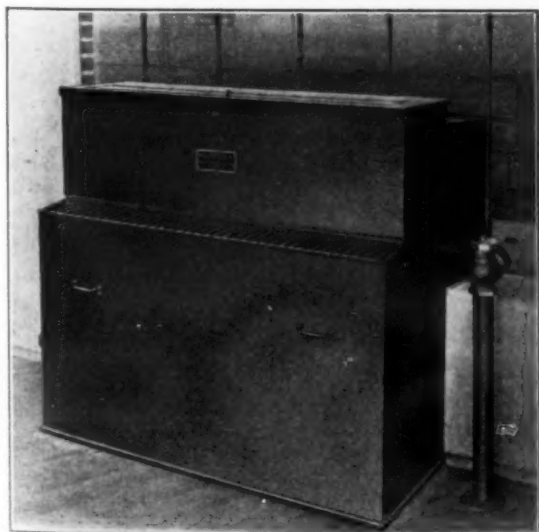
The great problem now, as the state supervisors see it, is to standardize the present schools, and to establish high schools in those counties where too few exist. The erection or continuance of high schools in inadequately small districts is to be discouraged.





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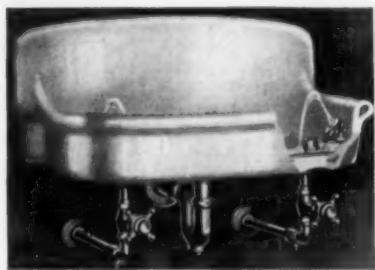
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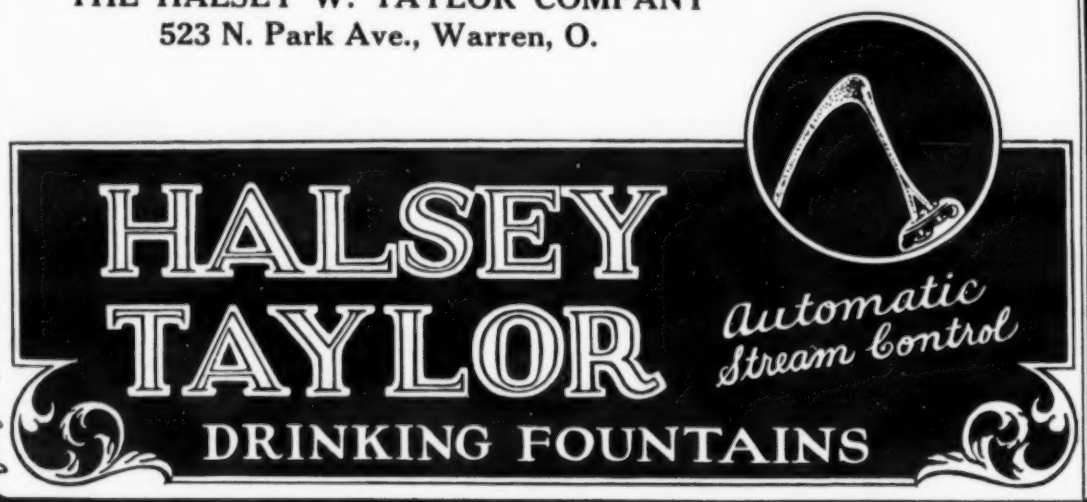


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## The Wisconsin School Board Convention

Over three hundred substantial business and professional men and farmers gathered in attendance of the Wisconsin Association of School Boards at Madison, Wis., on February 5th. It was the largest in the history of the association. President H. H. Smith of New Richmond was in the chair.

Prof. E. B. Gordon of the Wisconsin University Extension in the opening address held that no public service is more laudable than that which concerned itself with the training of the youth for citizenship. A school board membership is a distinction of which any citizen might be proud.

"As is the school board so is the school," was the text of an address by John Callahan, state superintendent. He held that boards of education do not concern themselves with educational affairs in the manner they ought to because they relied upon their experts for guidance.

"While boards of education should have a proper regard for the expert educator, they must remain in touch with the desired progress of the day, and hence must attend gatherings of this character.

The speaker then discussed the question of economy in school administration. The large increase in school attendance due to the longer school life of the average child has made the demand for housing a pressing one. This involves the element of finance. In order to get the maximum results out of the school plant it must be adequately financed.

School boards should get the best superintendent obtainable. This applies to the teaching corps as well. But, here it should be remembered that the best is not perfect. A hundred per cent batting average is not possible. The human element is always present.

The school board is responsible to the taxpayer for every dollar expended. It is therefore incumbent upon every member to study carefully local school needs and the tax ability of the community to meet them.

### Systems of School Accounting

W. A. Taege of Wausau, who led in a discussion on school accounting, stated that systems here considered must primarily be simple. The

average school board cannot employ expert accountants and complicated systems therefore are not desirable. Mr. Anderson of the state department believed that it was highly important that simple, accurate and complete records be kept. The comparative information thus provided may become of considerable service to all school systems.

He distinguished between instructional supplies, janitorial supplies and building maintenance. Records under these several classifications will enable comparative studies and thus prompt the elimination of waste. While accounting should be simple such accounting should cover the same items and should mean the same thing in every community if they are to be of reciprocal value.

Superintendent Tobey of Wausau laid stress upon comparative figures. "We are not so much concerned what the coal bills of Beloit or Madison are as we are whether we at Wausau are using our fuel economically."

### The Demagog in Democracy

Prof. A. B. Hall of the University of Wisconsin defined the demagog as a man who seeks popularity through an irrational appeal. Political orators are apt to hold vast audiences in the palm of their hands on arguments based on false premises.

He cited the favorite phrase that "the cure of democracy is more democracy" and then proved in the experience of Mexico, of the carpet bag period in the south, that more democracy or too much democracy, may be detrimental to democracy. The remedy, he held, must be found in the rightful use of the privileges of democracy. Independent and clear thinking only can protect the citizen against the wiles of the professional demagog.

Before closing the forenoon session President Smith appointed the following committees: Resolutions—Wm. Luening, La Crosse; O. E. Gray, Platteville; Mrs. Edith Williams, Oshkosh; Rev. Theo. Ekblom, Superior; Frank Hahn, Jr., Ashland; Fred Johnson, Fond du Lac; Mrs. Pomeroy, River Falls.

Legislation—Jesse Earle, Janesville; Dr. F. T. Clark, Waupun; Robert Caldwell, Lodi.

Nominations—E. H. Miles—Ft. Atkinson, Mrs. Paquin, Park Falls; A. Z. Anderson, Chippewa Falls; Dr. E. L. Henderson, Bloomer.

Hospitality—Mrs. Wm. Kittle, Mrs. E. B. Skinner, Mrs. Milo Kittleson, Mrs. Regina Grooves, Mrs. O. W. Gosling.

### Standardizing High Schools

The afternoon session opened with a discussion on rating the high schools of the state. Prof. Thomas Lloyd Jones, state inspector of high schools, explained the purposes of the North Central Association of Colleges and Secondary schools. The discussion that followed was engaged in by E. H. Miles, Fort Atkinson and C. W. Bruce of Merrill.

Mr. Miles believed that the association had done much towards standardizing the high schools of the state, but to a large degree its service is no longer essential. The general state supervision now placed over the high schools further renders the conditions imposed by the association less desirable. Some of the exactions imposed by the association are unwise. It is trying to market the university teacher product and thereby restrict the general supply of teachers.

Mr. Bruce found fault with the standards fixed by the association, which has voluntarily assumed an important task, but he did not believe that its standards and conditions had proven advantageous to the high schools. Its rulings, in many instances, have been arbitrary and unjust. They place a premium upon college degrees and overlook actual teaching ability that remains uncrowned with such honors.

A resolution unanimously adopted before the close of the session provided that the association of the several boards of education deny recognition of the North Central Association of Colleges and Secondary Schools.

### The Teacher and the Board

"I believe that the time has arrived for the adoption of a new declaration of independence which glorifies the job of the teacher," said E. G. Doudna, executive secretary of the Wisconsin Teachers' Association. "No task in our American life is more important than that of teaching. The modern teachers' association is not organized for self-gain but in the interest of higher standards of efficiency."

(Concluded on Page 129)



# THE NATIONAL SYSTEM

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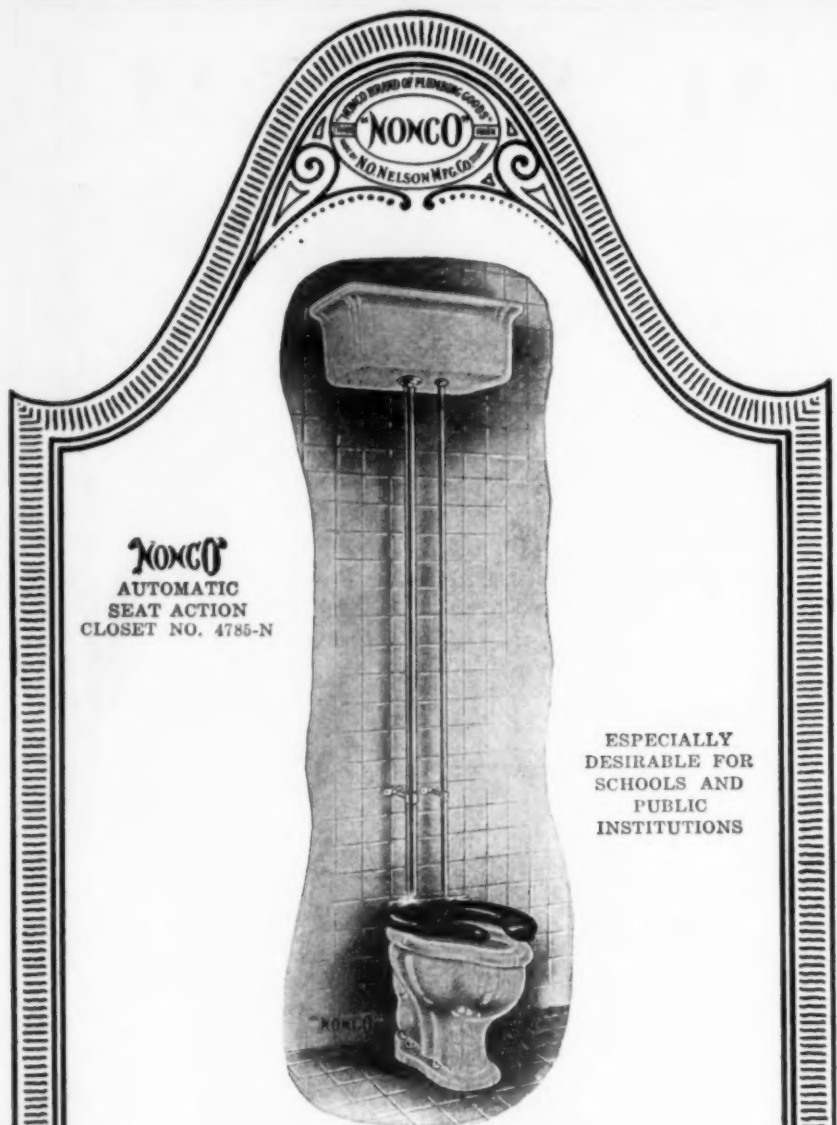
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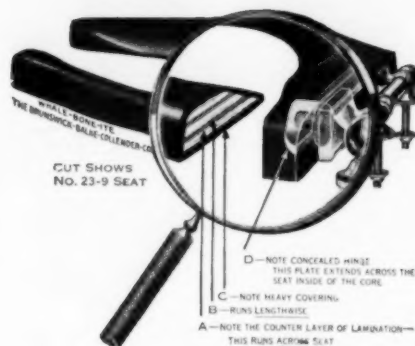
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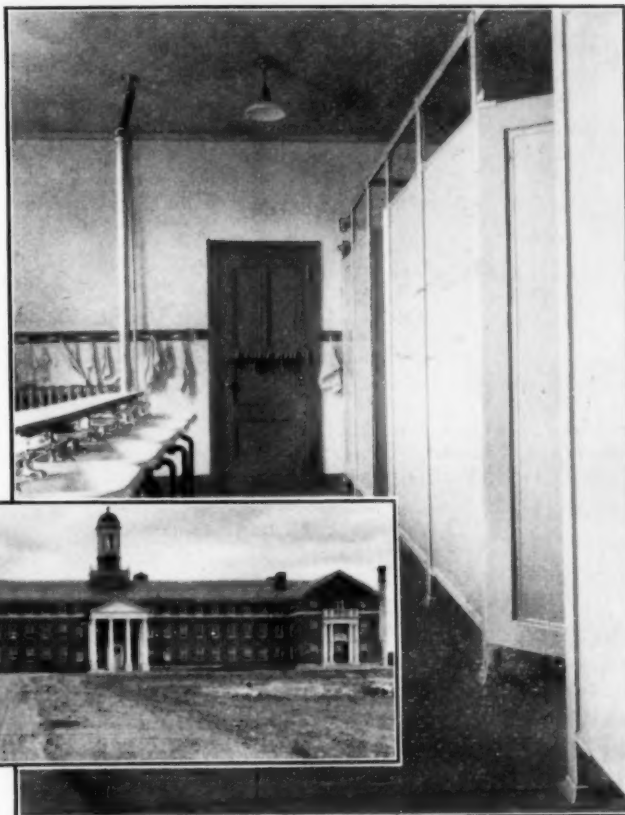
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Partial view of WEISTEEL Compartments in American School for the Deaf, Hartford, Connecticut. Isaac A. Allen, Jr., Inc., Architect.



Much of the difficulty attending the financing of the schools, he held, is due to a lack of information on what the schools are doing. Therefore, what is needed is not propaganda but a truthful statement of what is going on in the schools. He added: "I am glad the day has come when a teacher can express his political convictions without the danger of losing his job. Without such convictions he has no business to be a teacher. A broader spirit has come. The woman teacher, too, knows best whether she ought to bob her hair, or whether or not to attend a dance."

### The School and the Home

Mrs. E. E. Hoyt, professor of education of the University of Wisconsin, argued for a closer cooperation between the school and the home, and that the modern parent-teachers' association was the essential connecting link. She recited the many things accomplished by these organizations.

The mission of the parent-teachers' association is to ascertain what, from the standpoint of the parent, the school may need. There are the physical needs which a board of education has overlooked, but, there are also problems of discipline, morality, and health which can be brought to the attention of the school administrator.

Senator W. H. Hunt, speaking on the subject of school legislation, said that the most important measure under consideration is the creation of a state equalization fund. This fund, he explained, is developed to help the poorer district. Some of these are taxing themselves to the limit and yet cannot maintain their schools upon proper standards. State support must come to the rescue.

The senator complimented the modern school board and its contribution to the progress of American education. "I have always found school boards ready to act on anything that would help the school. It is easier to induce a school board to install a system of ventilation than to induce a teacher to operate it," he added.

L. H. Miller, principal of the university high school, championed the consolidated rural school.

### Resolutions and Nominations

The resolutions adopted recommend that the restrictions imposed by the law regarding non-resident tuition fees be repealed. The committee maintained that while the law limits the high school tuition fee to \$70, the actual cost is far more. Some of the high schools find that the actual maintenance runs to nearly \$100 per year, and figuring investment charges the cost per pupil runs up to \$130. The fee should not be less than \$3 a week. The convention also adopted a resolution asking that the school laws of the state be codified.

The committee on nominations moved the reelection of the present officers which was carried unanimously. These officers are: President, H. H. Smith, New Richmond; Secretary, Mrs. O. B. Strouse, Arcadia; Treasurer, Miss Gertrude Sherman, Milwaukee.



### CONNECTICUT SUPERINTENDENTS MEET

The annual meeting and dinner of the Connecticut Association of School Superintendents was held at the Hotel Garde, in Hartford, on February 13th. A program for superintendents, school board members and chairman, secretaries and other persons connected with school work was carried out. Prof. F. E. Spaulding, of Yale University, discussed the work of the Educational Code Commission, and Commissioner A. B. Meredith spoke on the subject, "What's a School for."

The officers of the association are: President, Mr. H. O. Clough, Rockville; Vice-President, Mr. Carl W. Maddocks, Deep River; Secretary-treasurer, Mr. Ralph Jenkins, Putnam.

—Supt. M. C. Potter of Milwaukee, Wis., was reelected on January 6th, for a term of three years, beginning July first.

—"Supt. Paul C. Stetson of Dayton has fully and nobly won his spurs. He came into Ohio from Michigan, without ostentation or blare of trumpets, and went at his task with the very acme of sincerity and with characteristic quiet demeanor," says the Ohio Educational Monthly. "And he has won his way gloriously until now the system of schools over which he presides is remarked for its excellence. The teachers hold him in high esteem and the people have come to know that he is an efficient and effective executive as well as an all-around, sincere man and gentleman."

—S. L. Ragsdale has been chosen principal of the new North side high school at Memphis, Tenn.

—Supt. W. W. Borden of South Bend, Ind., has been reelected for a three-year term, the same to take effect on August first. Supt. Borden has completed nearly six years of service as head of the school system. During this period he promoted an extensive building program which has resulted in an enlarged and improved school plant.

—Supt. O. H. Plenzke of Menasha, Wis., has been reelected for a three-year term, at a salary of \$4,500 a year.

—Supt. S. T. Neveln of Austin, Minn., on January 14th, was reelected for a three-year term, at a substantial increase in salary.

—The salary of the superintendent of schools of Troy, N. Y., has been raised from \$3,250 to \$3,600.

—Supt. I. J. Bright of Leavenworth, Kans., has been reelected for another year.

—Supt. Frank Young of Upland, Ind., died on January 14th, of pneumonia, at the age of 56.

—Supt. W. E. Olds of Escanaba, Mich., has announced his resignation, to take effect at the close of the school year.

—Supt. James Skinkle of Chadron, Neb., has been reelected for another year.

—Mr. Horace Mann Buckley has been appointed as assistant superintendent in charge



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CLEVELAND, OHIO

(Concluded from Page 126)

of elementary schools at Cleveland, O. Mr. Buckley, who succeeds H. D. Bixby, was formerly dean of the Elgin Junior College at Elgin, Ill. He holds an A. B. from Northwestern and an M. A. from Columbia, and is a fellow at the University of Chicago.

—Supt. E. H. Chapelle of Charlotte, Mich., has been reelected for a three-year term, at a substantial increase in salary.

—Mr. J. W. Peet of Anamosa, Ia., has been elected superintendent of schools at Washington, to succeed W. C. Harding.

—Mr. R. E. Cheyne, principal of the high school at Escanaba, Mich., will become superintendent of schools on July first, when W. E. Olds retires.

—Supt. E. M. Van Petten of Virginia, Ill., has announced his resignation. Mr. Van Petten has been offered a position in Washington, D. C.

—Mr. M. G. Brumbaugh, formerly governor of Pennsylvania, was inaugurated president of Juniata College, Huntingdon, Pa., on January 29th. Mr. Brumbaugh was at one time superintendent of schools of Philadelphia.

—W. G. Masterson, superintendent of the Muskegon, Oklahoma, schools has resigned.

—Benjamin J. Rohan was elected superintendent of the Appleton, Wis., schools by a vote of five to four.

—The board of education of Shaker Heights, Ohio, has elected the following officers: President, Dr. C. A. Bower; vice-president, C. B. Rowley; business manager, J. W. Main.

—Allen P. Keith was reelected superintendent of the New Bedford, Mass., schools. Upon being notified of the action taken, Superintendent Keith thanked the board for the honor of serving again as superintendent. "It is an honor to serve the children of the schools," he said. "I shall put my heart and soul into the work, and try to make the schools this year the best they have ever been."

—H. R. Townsend, principal of the Hamilton, Ohio, high school, has been appointed as the first state commissioner of high school athletics, an office recently created.

—William Howard Weiss, of Pittsburgh, has been elected superintendent of the Chester, Pa., schools to succeed the late Dr. Charles A.

Wagner. The new superintendent is a graduate of Millersville State Normal School, Phillips-Exeter Academy and Yale University. He has taught at Hill school, Pottstown; Mercersburg Academy, and in the public and high schools of Pittsburgh.

—Herbert D. Bixby, assistant superintendent of the Cleveland, Ohio, schools has been given a year's leave of absence with pay, in order to fit himself for better service. The Cleveland Plain Dealer in commenting on the board's action says: "Year after year teachers in public schools as well as in the colleges, find it advisable occasionally to pursue further studies not uncommonly on their own time and at their own expense in order to fit themselves for more useful service. It is one of the glories of a great profession that they are willing to make the sacrifice. The year's leave of Assistant Superintendent Bixby with the purpose behind it is creditable not to him alone but to hundreds of others in the profession, men and women, whose going and coming on these errands of self-improvement are usually unnoted."

—The Public School Association of Baltimore has filed a series of charges with the board of education against Superintendent Henry S. West of that city. The association attacks the policies and methods of the superintendent. The latter has made explicit reply to each of the charges. Isaac S. Field of the board of education says that the board will consider the charges but gives no intimation as to result.

—Miss Anne Wiggins, assistant superintendent of the Flint, Michigan, schools recently received the master of education degree from the Michigan state normal school. She received her M. A. degree from Columbia University in 1922.

—Supt. Frank A. Jensen of Rockford, Ill., has been reelected for another school year.

—John F. Taylor succeeds John B. Laidlaw as superintendent of the Niagara Falls, N. Y., schools. Mr. Laidlaw served as superintendent for nine years. The Niagara Falls Gazette says: "He leaves a splendid monument to his zeal, his efficiency, and his conscientious effort." Of Mr. Taylor the same paper says: "He will have the good wishes and earnest support of every loyal citizen who would promote the welfare of the schools."

Mr. Frank E. Allen, principal of the high school at Muncie, Ind., has been elected superintendent of schools, the appointment to take effect in August. Mr. Allen succeeds Thomas Fitzgibbon, who declined to serve after the close of the present year.

Mr. Allen is 34 years old and is a graduate of Indiana University. He came to Muncie from Newcastle, where he was principal of the high school four years ago.

—Supt. David A. Ward of Wilmington, Del., has been reelected for a two-year term, beginning with June 30th.

—Supt. O. P. Flower of Dubuque, Ia., has been reelected for the next school year.

—School superintendents of Woodbury County, Iowa, held a banquet on January 24th, following a conference on school problems. Sixty-five superintendents, directors and their wives attended the banquet. State Inspector H. E. Stone, speaking on the progress of the county schools, pronounced the county system O. K., but warned superintendents against getting into a rut.

—Mrs. Josephine C. Preston, state superintendent of schools of Washington, was made defendant in a Supreme court action brought by Everett School District No. 24. The district board asked that the superintendent be compelled to credit the district with three school days during which a teachers' institute was held. The defendant raised a question of law and contended that the maximum of 183 school days includes the institute days. The district claimed that this was arbitrary and that the institute days are separate and apart from the total school days and should be credited.

—The estate of the late John H. Walsh, former associate superintendent of the New York City schools, will receive \$20,637 from the teachers' retirement fund. This is one of the largest death benefits paid out of the fund. Superintendent Walsh, who retired shortly before his death under the statutory age provision, had served the schools for more than forty years.

—E. L. Harms, who has been principal of the senior high school at Augusta, Kans., for the past seven years has been reelected for the coming year at a salary of \$2650. This is an increase of \$150 over his present salary.

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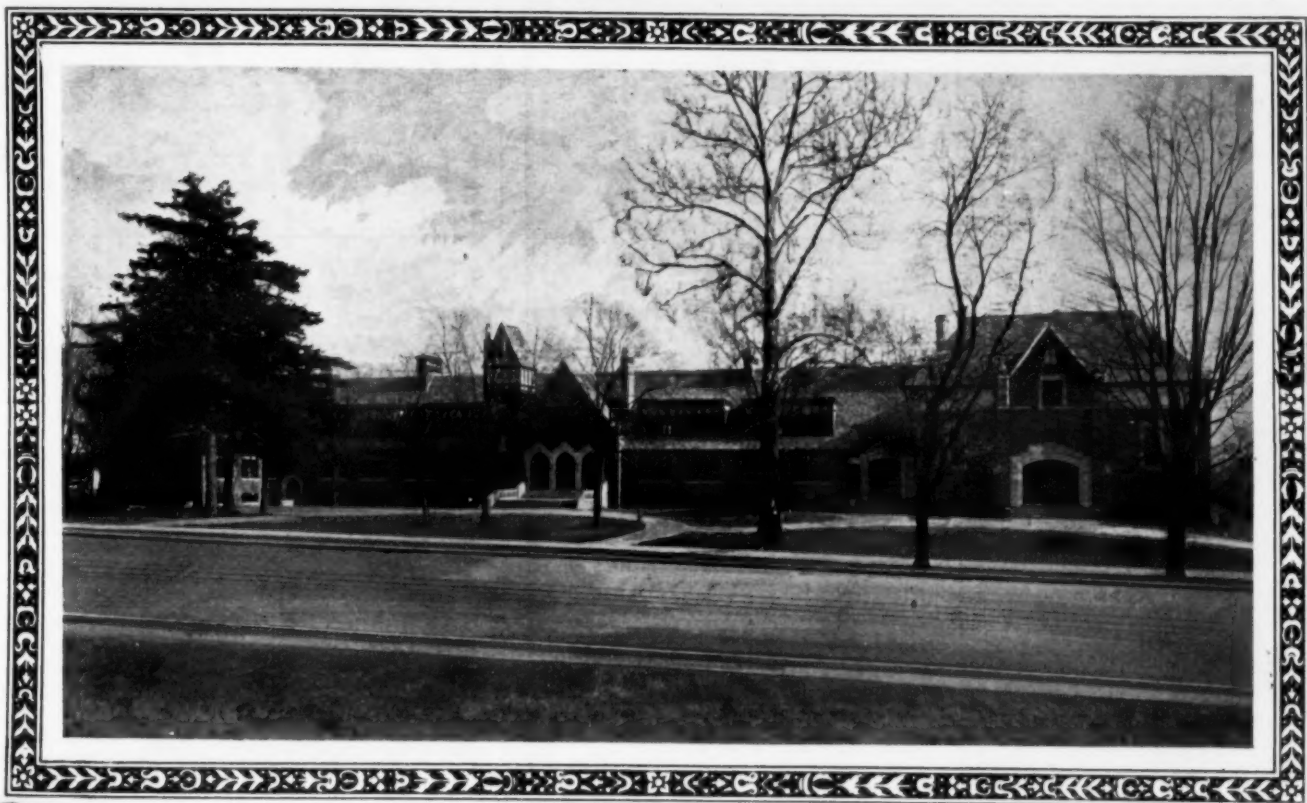


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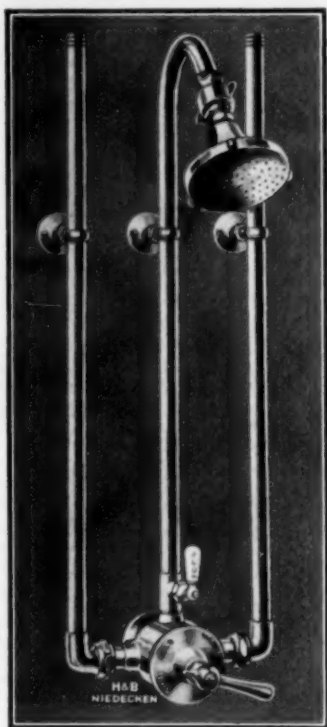
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—G. H. Marshall has been reelected superintendent of the Augusta, Kans., schools at a salary of \$3750 for the school year 1925-26. The salary for the second year of the contract term was left undetermined. Mr. Marshall has been superintendent at Augusta since 1917.

—Supt. R. C. Hall of Little Rock, Ark., has been reelected for a three-year term, beginning with June, 1925. Mr. Hall has completed 33 years of service in the Little Rock schools, sixteen of which have been spent as superintendent of the school system.

—Supt. A. H. Waterhouse, of Fremont, has been elected president of the Nebraska School Board Association for the next year. Other officers elected were Mrs. Charles Perry, of Harvard, vice-president, and H. O. Schaaf, of David City, secretary-treasurer.

—Mr. Edwin L. Seabrook has been reelected president of the school board at Camden, N. J. Mr. C. G. Hoell has been made a member of the board to succeed Homer Lotier, who takes the place of J. W. F. Bleakly as business manager.

—Mr. Edward Livingstone has been reelected a member of the school board of Paterson, N. J., for a fifth term. Mrs. Eloine E. Crandall was named vice-president of the same body.

—Mr. Reuben W. Jones, secretary of the school board of Seattle, Wash., returned recently from a vacation trip which took him around the United States. He went down the Pacific Coast to Los Angeles, across the continent to Florida, up to New York, and across country to his home in the west. He was absent from his office for a period of six weeks.

—Mr. James E. Mitchell has been reelected president of the board of education at Utica, N. Y. Mr. John P. Liddy has been elected a member of the same body.

—Dr. H. A. Hartman, superintendent of schools of Sidney, Ohio, was recently elected president of the superintendents' association for the coming year. Dr. H. C. Aultman was made chairman of the executive committee, and Dr. W. S. Guler, district secretary.

—Mr. Walter L. Phillips, assistant superintendent of public instruction in Delaware County, Pa., has been elected superintendent of schools at West Chester, Pa., at a salary of \$6,000 per annum. Mr. Phillips succeeds the

late A. L. Jones, who held the position for thirty years.

### SEATTLE'S BUILDING PROGRAM

—Seattle, Wash. The school board has voted to submit to the voters on March 10th, a proposition for a bond issue of \$2,250,000 for new buildings. The approval of the proposition at the polls will make possible the completion of two intermediate schools, each with a capacity of 1,275, as well as additions to two of the high schools and three elementary school units. The program is based on a survey of building needs and provides for approximately 6,000 students. The board proposes a rather limited program for the present rather than an ideal one, being governed to a large extent by the fact that the school district is approaching its limit of indebtedness, and that it is only fair to a future board dealing with an additional program to leave as large a fund for improvements as will be necessary at that time as the board now proposes to spend. It has been decided to postpone some improvements and extensions which might undoubtedly be used to advantage.

The present building program will cover two years, and it is estimated will take care of immediate needs until March, 1927. Since the authorization of the last bond issue in 1919, bonds to the amount of \$1,820,000 have been paid off; adding the amount to be paid off from general taxes levied in 1924, the total retirement during the six-year period exceeds the amount of the proposed new issue.

### HYGIENE AND SANITATION

—Rice Lake, Wis. The school board, with the cooperation of physicians of the city, has worked out a comprehensive health program. Universal vaccination, iodine treatment for goiter, dental inspections, the Dick serum for scarlet fever prevention, and the Schick test and treatment for the prevention of diphtheria, are among the measures proposed.

—Dr. R. G. Keeney has been elected school physician at Shelbyville, Ind.

—A dental survey of school pupils in Superior, Wis., has been completed. A clinic is being conducted in the high school, with dentists working alternately four mornings each week.

—In twenty of the 58 counties of California, preschool children are given physical examina-

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Milwaukee Wisconsin

### A FEW RECENT INSTALLATIONS

Crane Technical High School,  
Tilden High School,  
Schurz High School,  
Austin High School,  
Morgan Park School,  
Chicago, Ill.

Garvey School,  
Los Angeles, Calif.  
Theodore Junior and Senior  
High School,  
Amsterdam, N. Y.

Marquette University,  
Shorewood Grade School,  
Continuation School,  
Milwaukee, Wis.  
Fortuna Grade School,  
Fortuna, Calif.

Washington Ave. High  
School,  
Canton, Ohio  
High School,  
Green Bay, Wis.

Fond du Lac High School,  
Fond du Lac, Wis.

High School,  
Stevens Point, Wis.  
South Omaha High School,  
South Omaha, Nebr.

High School,  
Janesville, Wis.

Woodland Union High School,  
Woodland, Calif.

AND MANY MORE.

tions. The state board of health, the state board of education, local physicians and various organizations, assist in the work.

—"Laughter has a special value of its own, for it is a kind of exercise of valuable and important muscles of the body, the muscles by which we breathe, and this extra deep breathing not only exercises the muscles of the chest, but also indirectly exercises the heart. The effect of laughing is to increase the action of the diaphragm," says the Chicago Health Bulletin. "A hearty laugh thus renders valuable assistance to digestion, not simply because there is a pleasant state of mind, which makes conditions favorable for all the functions of the body, but because of actual mechanical exercise. Laughing also brings more oxygen into the lungs and thence into the blood to the decided health advantage of the individual."

—The school authorities of La Crosse, Wis., have made a goiter survey of the school children with the result that a definite course of action in combating the disease has been inaugurated.

—A survey two years ago of school children in Rochester, N. Y., disclosed 3,844 cases of goiter. A resurvey recently showed 1,766 cases, following the treating of the city drinking water supply with iodine. Relief from goiter in the city is only one result of the treating of the water. It has been noted that there is an improvement in the stature and mental growth of school children.

"There are today over 5,000,000 children of pre-school age in the United States afflicted with heart disease, most of which is due to infected teeth or tonsils, or both. The highest degree of efficiency and health cannot be maintained without good teeth and a clean condition of the mouth," says Sadie D. Aldrich, an oral hygienist. "The oral hygiene movement is a great humanitarian project promulgated only within the span of this past generation. It was given impetus by a few individuals who had the vision of the tremendous responsibility they owed humanity; they took their cue from the medical profession which has done so much for the human race in the eradication of disease by means of prevention."



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better shades

DuPont TONTINE washable window shade material represents more than a mere improvement in old methods of manufacture. It is an entirely new departure—setting entirely new standards in manufacturing methods and giving to users an entirely new conception of window shade beauty, strength and adaptability.

The strong pyroxylin finish is thoroughly impregnated into every pore and fibre of the fabric. It is firmly anchored and covers the fabric completely, protecting it from deterioration from weather or other causes. This finish is entirely waterproof. Soap, water and a brush completely restore it to its original beauty when dust or dirty fingers have soiled it. It can be sterilized with a 5% solution of carbolic acid without injury.

No "filler" or "sizing" is used to give body to TONTINE. The pyroxylin goes directly into the material itself where it anchors, defying removal. That's why TONTINE cannot crack or show pinholes. There is no filling to fall out.

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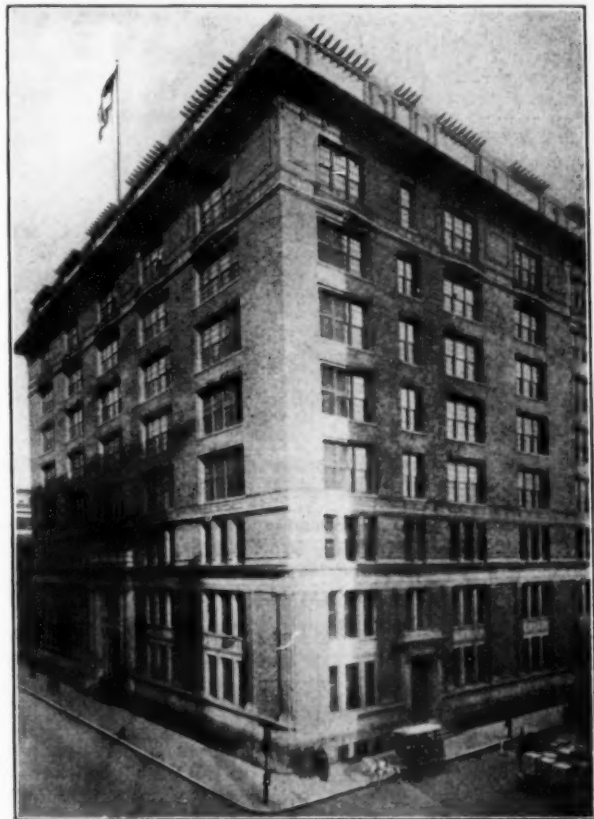
## FERALUN *Anti-Slip Treads*

### ECONOMY IN REPAIRS

Subject:

#### STAIR TREADS

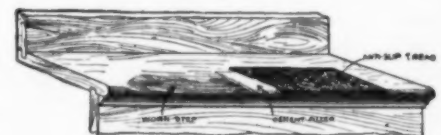
Making repairs every few years with cheap inferior material is not economy in any sense of the word. For stairways in public buildings FERALUN Anti-Slip Treads are the most economical because of their extreme durability. FERALUN Treads also offer maximum protection against slipping and tripping on stairs.



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We can point with satisfaction and justified pride to many hundred school installations where FERALUN is used on the basis of safety and Durability. Washington Irving High School, pictured above, is a typical example where our stairtreads, installed in 1913, are still rendering 100% service, and in those eleven years of constant use not one stairway accident was reported.

For old buildings where repairs are necessary this year and in all your new buildings it will pay you to use the best. Specify FERALUN.

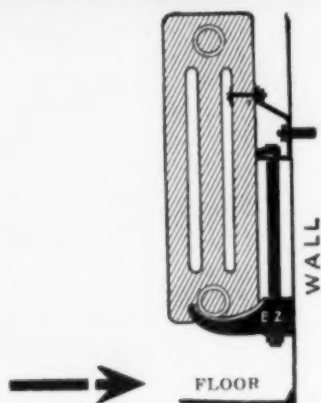


Write us for names of schools nearest you that are equipped with "FERALUN" treads and inspect them.

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because they hold legless radiators up off the floor, allowing fast, easy cleaning underneath, speeds up janitors' work, saves time. No hot legs to disfigure floor finish! New schools everywhere are using E-Z HANGERS. Legless radiators cost no more. Write for folders.

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### THE AIR IN THIS SCHOOL BUILDING

is kept pure and fresh by a ventilating system based on a Bayley Plexiform Fan delivering 38,000 cubic feet of fresh air every minute.

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HEATING AND VENTILATING  
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## "GLOBE" VENTILATED



The above Rapid City, South Dakota, school building is another school in which complete and continuous ventilation is assured by the use of

### "GLOBE" VENTILATORS


They permit a constant inward flow of pure air, the used and vitiated air being drawn upward and out of the building.



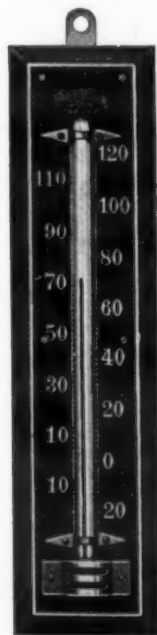
The "GLOBE" ventilator is sturdily constructed of heavy rust-resisting material; it is absolutely storm and trouble-proof and it has back of it years of proved efficiency. The first cost is the only one and it will provide ventilation as long as the building stands.

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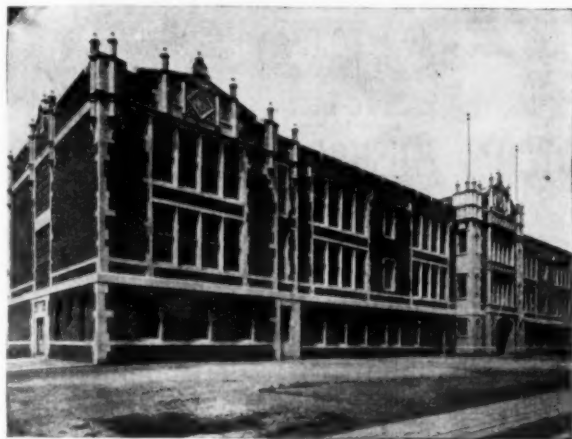


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use them because they give the protection wanted.

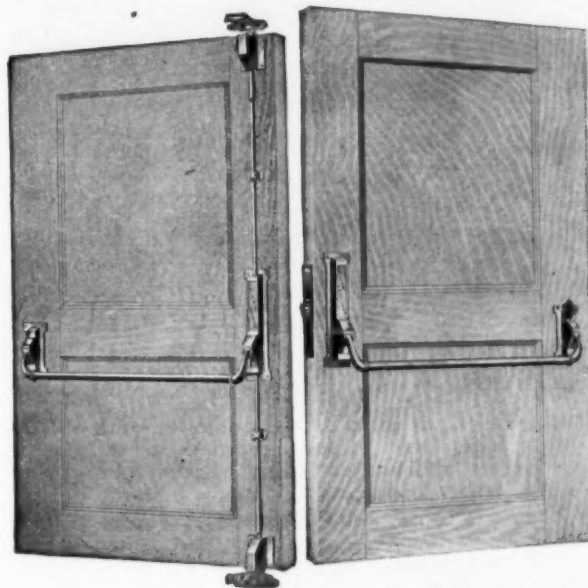
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specify them because they have become the acknowledged standard.

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desire them because they are easily installed and do not get out of order.

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## The Steffens-Amberg Co.

HARDWARE MANUFACTURERS

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### SAVING SEATTLE SCHOOL MONEY.

(Concluded from Page 42)

March, 1923, 42,641, March, 1924, 45,188. During that time the assessed valuation had dropped nearly six million dollars, making a distinct cut in the income of the schools. This was largely taken care of through readjustments in the educational department brought about by Mr. Cole. He did not cut any individual teacher's salary, but by shifting his teachers and classroom alignment he was able to reduce the total pay roll \$175,994 from 1922 to 1923. At the same time a saving was effected in the operating department amounting to approximately \$17,000.

In 1923 it cost \$143.81 to send a pupil a year in high school in Seattle and \$94.22 in the grades. When the figures have been worked out for the past year they will show a material reduction in these costs and with a continued cooperation of the educational and operating departments it is hoped to make a further saving from year to year.

### SCHOOL REST ROOMS.

(Concluded from Page 46)

with the plain wall and a plain cheap Wilton carpet.

Many schools do not serve lunches and in these provision should be made in the rest-room for making tea and toast. A kitchenette arrangement could be provided in a closet, and if not this, at least, a chafing dish. Besides this, there should be a lavatory and a toilet.

The above applies to the ideal possible in new and large schools, a separate room for the teacher, but in medium-sized and old ones where this space must serve also as a locker and lunchroom and, perhaps, as a "school hospital," it is possible to decorate for space effects and to select the minimum of furniture with more than one use in mind, for instance, a comfortable couch with both teacher and patient in

mind, a broad table, perhaps gayly painted. A desk for teacher or nurse and also for eating purposes, two comfortable willow arm chairs, one to be used at the table as desk chair and a chafing dish for the nurse's sterilizing purposes as well as for the teacher, and, at least, one screen.

Space effects one achieves with color, a cream wall, for instance, and no crowding of pattern in over-curtains, merely plain casement cloth to be pushed aside when the room is used as a hospital, and in fewness of pictures, both for this reason and the consideration of the patient who may lie there an hour or two. Painting the lockers the same color as the wall will minimize their presence, and decorative cloth covered folding screens or portieres of individual gay stuffs (painted oil cloth, inch and a half or six-inch tow-tone checked cretonnes, striped cretonnes or sunfast sport stripes, plaid or checked gingham, plain art linen, small patterned glazed chintz) will hide them and at the same time make a cooking or private dressing or consultation corner for hospital purposes.

Teaching is nervous work. Many teachers are on their feet all day. A brief rest at noon (the only time she has) will go far toward recuperating the teacher. Besides, most teachers are away from home; they generally have no means for entertaining. Aside from this, there are many times when the principal can throw open the teachers' room for meetings of parents and for other meetings. The rest-room is not a needless expense, a soft snap, or even a luxury; it is a successful efficiency method.

—C. L.

### BUSINESS MANAGEMENT OF SMALL CITY SCHOOL SYSTEMS.

(Concluded from Page 47)

Some of the leading school systems in the country are using the above items. Five dollars may

be saved on a twenty dollar order of magazines by clubbing them. Surely this is worth four or five letters to as many agencies.

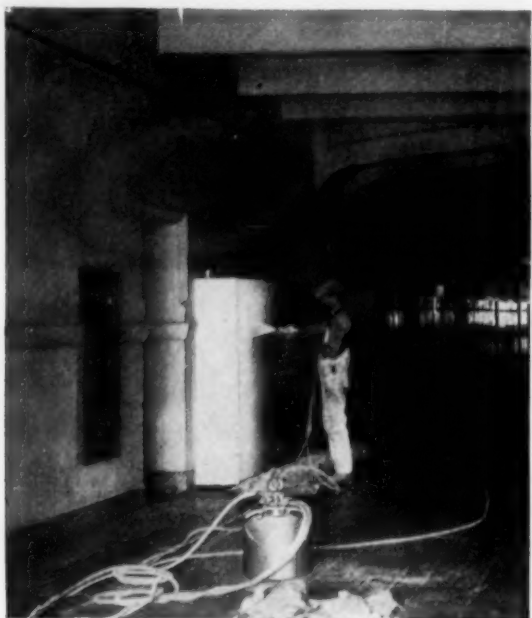
The purchasing bill of a school system is now as large in many cases as the cost of running the entire school plant, including salaries, a few years ago. There has been a mania for spending money. The bills come in and they are paid. If business concerns were managed as the ordinary small city school system is they would soon be in bankruptcy. We should look well to the expense items and cut them when possible. In no other way can the purchaser justify his position in these days of readjustment. This takes real courage when material is handled locally, but it pays. Try it!

### LET THE ARCHITECT BEWARE!

(Concluded from Page 56)

naturally expects, he will weigh considerations nicely on both sides, and will be able to reconcile the two. If he is aggressive in the bargain, which, however, one does not expect, his point of view may possibly be adopted by the board. No one member feels responsible for the action of the whole, and so if our morally sensitive member is relatively weak or submissive, as is more likely to be the case, he will piously wash his hands of the matter and let the victim go to the dogs. No one will say that he is personally responsible; for he is hiding behind the board.

On the other hand, it will be recognized that the opposite qualities of aggressiveness, egotism, and cock-sure self-conceit will not so often be found in combination with a profound respect for the square deal. And it is the aggressive, opinionated, cock-sure members that control the board, not necessarily by force, but by power of their mere opinions, self-confidence, or personal influence. It is to this power that the humble or weak-kneed moralist yields up his own independence and betrays the kind of



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## *DeVilbiss* Spray-painting System

(Concluded from Page 130)

responsibility which he alone respects and is able to understand. The wielders of this power can be readily singled out, but not so readily accused; for they, too, are hiding behind the collective action of the board. So it is that school boards, and boards of other kinds, will sometimes act collectively as no one of its members would dare to act as an individual, and will flout moral issues and ignore moral obligations as if it represented, not the gentler and finer elements of the community, nor yet the fair, upright average, but the meanest and lowest of its constituency.

Now, of course, not all our school boards are like this. There are crooked boards, foolish boards, and boards wise and angelic. Let the architect be prepared for all kinds; for they may shift and change under his very eye. Let the architect beware of a difference with any board, and let him expect nothing substantial from law or from arbitration but a residuum of misunderstanding and ill will.

Let the architect be wise as the serpent, and harmless and gentle as the dove, and be wary of all boards!

### EDUCATION'S APPEAL IN THE HALLS OF LEGISLATION.

(Concluded from Page 68)

state tribute must be such as to reach all taxable property on a fair basis. Local units, too, must stand ready to tax themselves for school support in accordance with their ability to pay. Thus, adequate support rests, in the first instance, upon an equitable system of taxation.

But experience has also taught that, while the state must exact sufficient funds to carry out any plan for their equitable distribution, that this does by no means solve the whole problem. Here it has been found that both financial and administrative efficiency are also affected by the size of the unit of school gov-

ernment. Shall it be a district or a county unit?

Again, experience teaches that the larger unit is preferable. The county unit is better suited than the district unit not only in securing administrative uniformity and professional efficiency, but also in securing greater equality in the matter of school support.

While the school laws of the several states must, from time to time, be amended in order to meet the newer conditions which grow out of the constant increase in the school population, and the general progress made in the diffusion of education, it also remains that the champions for relief were never better equipped for their task. The remarkable studies in school finance which have been evolved in recent years by the educators themselves fit the latter also admirably in recording a convincing appeal before the legislators of the several states.

### THE MESS HALL OF THE NEW TRIER TOWNSHIP HIGH SCHOOL.

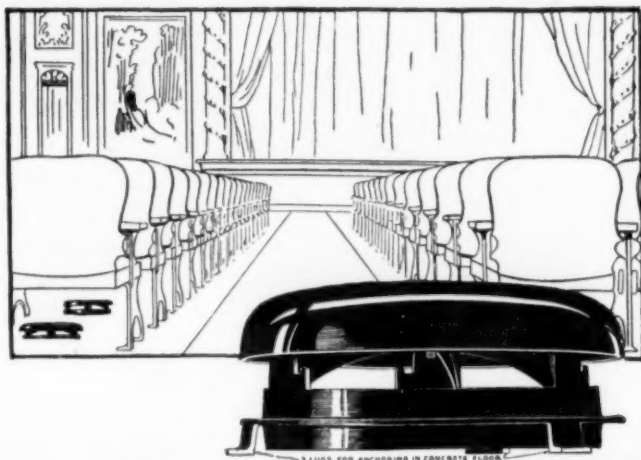
(Concluded from Page 60)

Here are seen fourteen active persons, but no one in another's way, preparing, serving, and then clearing up.

The general conduct, the purchase of supplies, the choosing of menus, and the direction of the assistants are all the work of the director. A cook and four assistants are stationed at the battery of four gas ranges, the oven, and the cooks' table.

Five more women are busy with potatoes, with salads, with milk, cocoa, serving, etc., while in the bakery the pastry cook and one assistant make use of the large gas oven, the range, the refrigerator, sink, cooks' table with bins for supplies, and heap up the large wire trays with tempting things to eat.

Of these fourteen cooks, one only must be a man; the janitor assigned to this portion runs



## THE "NOTCH" MUSHROOM VENTILATOR

is constantly specified by architects and engineers for school auditoriums, because of — their utter rigidity, their simplicity, ease of adjustment, their dependability, their smooth top and enamel surface, their cleanliness, ease of positive anchorage, and their constant efficiency.

*There are no set screws to become loosened by jarring and no springs to become worn out or bent.*

Descriptive Booklet

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the potato peeler because potatoes are treated in bushel lots. He also assists in handling much of the food in the large earthen-ware containers used in connection with the steam tables.

Another regular employee is the store book-keeper, whose office is the food supply room, and whose duty is to keep records of supplies received and consumed and to anticipate wants.

One detail may surprise those not experienced in such work. There is no ice cream machinery here. The quantity used is not sufficient to justify it. Ice cream is bought in bricks, cut into prescribed sizes, and sold at a moderate price. The school only purchases the amount necessary to meet the demand.

Another item—coffee is not furnished to the children, only milk and cocoa. One must be a member of the faculty to be privileged to purchase coffee.

The storage capacity is of such kind and character that the director may do as she pleases about quantity purchases. She can, and at some seasons, does buy potatoes enough for three months; apples by the barrel, but oranges and bananas, only enough for a day. Salesmen come to the director's office and canned goods she may buy there, but at other times she buys in the markets at Evanston, or at seven o'clock in the morning in South Water Street in Chicago.

The hours of employees' service here are from 8 a. m. to 4 p. m. and for only five days in the week. Average wages are paid, that is, from \$17 to \$22 per week, but all of this, plus the cost of food is paid from receipts from the sale of the six, ten and fifteen-cent items to the pupils of the New Trier High School.





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Regrets over loss of life by fire are usually due to an inadequate means of escape.

Equip your school building with a Dow Spiral Slide Firescape and remove the risk now! Write today—before it happens.

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**FIRE ALARM**  
and  
**START**  
and  
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HIGH SCHOOL,  
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Everyone in school recognizes the peculiar penetrating tone of the **FEDERAL ELECTRIC SIREN**. It gets instant attention, it may be operated from any number of push button stations located at convenient places.

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Electrically operated—the **FEDERAL SIREN** is always ready—easy to install—requires only an occasional oiling—no maintenance expense—economical—dependable. Instantaneous in action, no delay because of no steam or air, equipped with Universal Motor, will operate on both A.C. and D.C., manufactured in all voltages from 6 to 250, and will operate from lighting current or storage battery. Be sure to state voltage desired when ordering.

Mail coupon today for Type "A" Siren.  
Price only \$35.00 complete, F. O. B. Chicago.  
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**FEDERAL ELECTRIC COMPANY,**  
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Send type "A" **FEDERAL SIREN** for.....volts and if not pleased with it I will return it prepaid for credit.

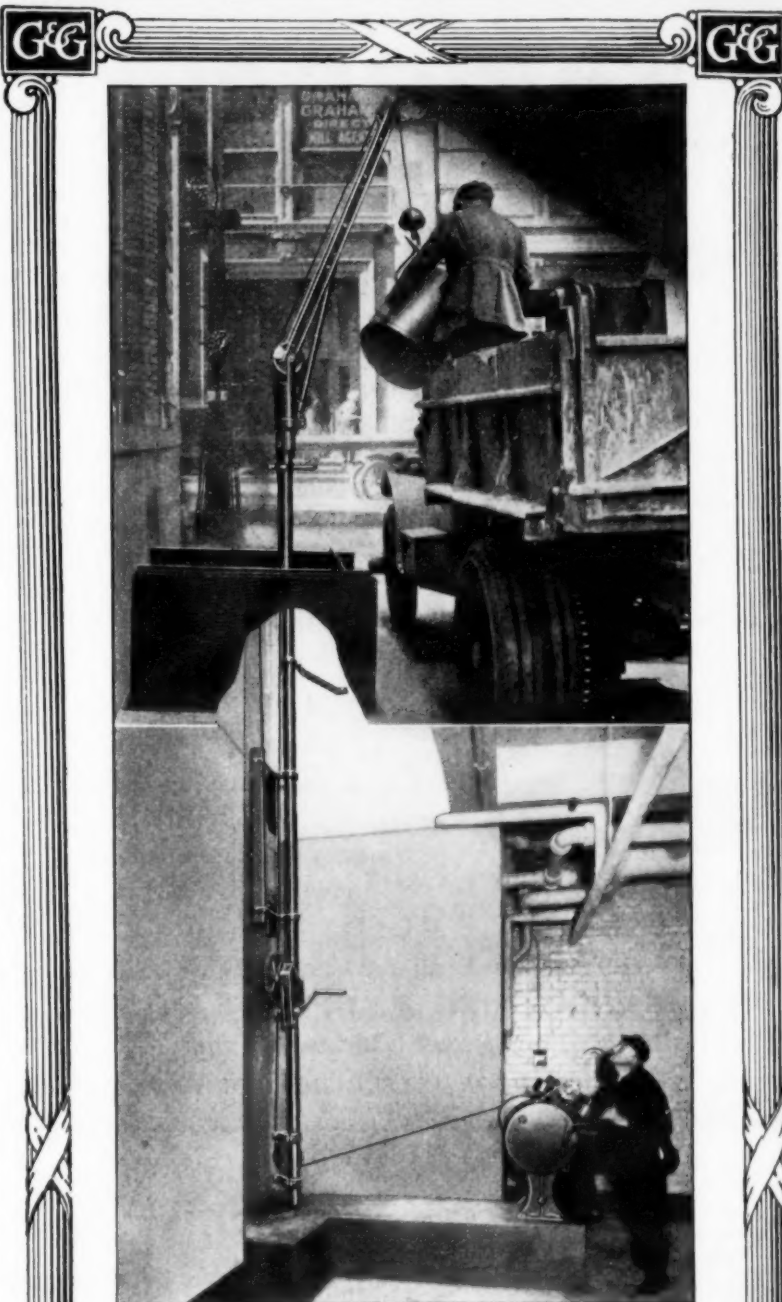
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Address.....

City.....

My Name.....

Position..... (ASBJ-3)



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**Ash Removal Equipment**

**E**LECTRICALLY operated: The Model D G&G Telescopic Hoist is especially useful for large school buildings where the removal of ashes involves a considerable number of cans and where the location of the hoistway permits the ash truck to draw up alongside of it. It is equipped with 1½ h.p. electric motor, operating at surprisingly low cost.

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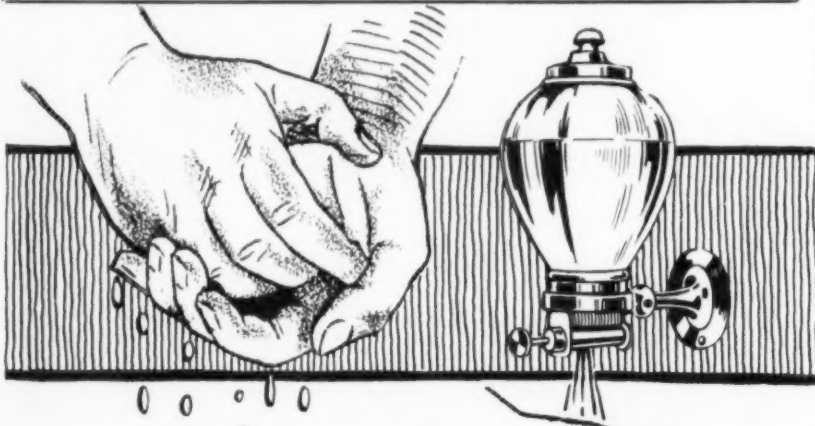
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SCHOOL YARDS — PLAYGROUNDS  
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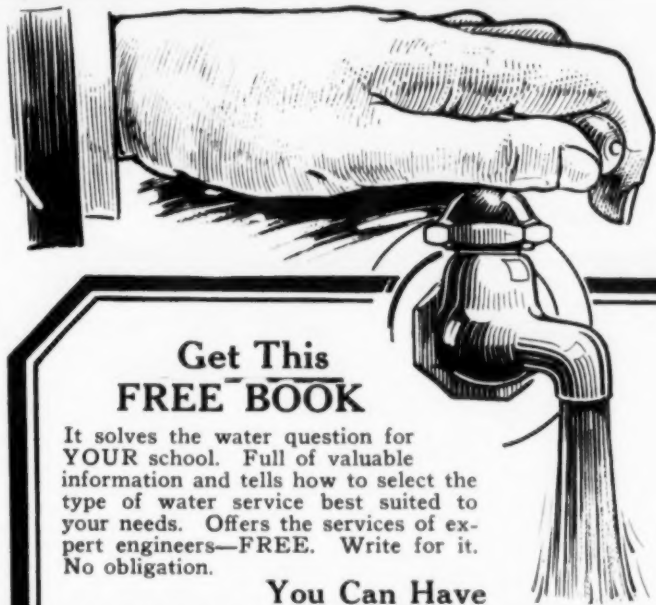


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FEDERAL, STATE and MUNICIPAL GOVERNMENTS use more flags made of STERLING and DEFIANCE buntings than all other brands combined.

## THE TREND OF SCHOOL BONDING IN OHIO.

(Continued from Page 50)

15.6 per cent. The school debt has increased from fourteen to 25 per cent. Thus, in percentages of the whole debt, other units have decreased or remained constant, while the school debt has grown eleven per cent in the eight-year period, from 1915 to 1923. This period is important in a study of debt increase, as it involves the unusual factors of war and post-war influences on increased costs and expenditures.

### The Trend of School Bonding in Ohio, Compared with that of Other States

Ohio outstripped other states in the total amount of outstanding indebtedness and in the amount of increase during the period, 1910 to 1920. Table IV shows the expansion of indebtedness in Ohio and six other states.

TABLE IV<sup>1</sup>

Amounts of Outstanding School Indebtedness and Amount of Increase for the Period, 1910 to 1920, in Ohio, California, Illinois, Michigan, New Jersey, New York, and Pennsylvania.

	School Debt 1910	School Debt 1920	Increase
Ohio .....	\$16,940,729	\$100,152,287	\$83,205,558
California—			
Not reported .....		49,778,152	
Illinois .....	6,697,541	21,826,380	15,128,839
Michigan .....	5,494,060	42,717,027	37,222,967
New Jersey .....	25,266,848	60,716,839	35,449,991
New York—			
(exclusive of			
New York City) .....	17,505,457	43,690,961	26,185,504
Pennsylvania—			
Not reported .....		87,367,978	

<sup>1</sup>These figures are taken from a Ph.D. dissertation: "The Effects of Tax Limitation Upon Local Finance in Ohio, 1911 to 1922," p. 67, by Raymond C. Atkinson. The figures are not entirely comparable, he explains, as the reports for Ohio, Michigan, and Pennsylvania include floating debt, while the other states report only funded indebtedness.

Not only does Ohio outrank all other states, except New York, in amount of school indebtedness, but even on a per capita basis its debt is exceeded only by a small number of states. The per capita school debt in Ohio for 1920 was \$17.39. This figure was exceeded only by

Idaho, New Jersey and Utah, out of 34 states reporting to the United States Bureau of Education for the year 1920<sup>2</sup>

Ohio's increase in school bonding for the decade, 1910 to 1920, was \$83,205,558. This is about \$46,000,000 greater than the increase in Michigan's school debt for the period. Ohio's increase since 1920 has been over \$89,500,000 (Table III). With this three-year increase, Ohio certainly has maintained her leadership in school bonding.

### Summary

1. In comparison with other state local units, in trends of increase in bonded indebtedness, the cities were highest for the period, 1873 to 1923, with a total increase of \$384,100,517. The school districts were next with a total increase for the period of \$188,486,321. The county units were next with an increase for the period of \$115,567,780. The villages were next with an increase of \$38,672,095, and the townships were last with an increase for the period of \$13,730,000. The percentage increase of each unit for 1923 over 1873 was as follows: School districts, 15,000 per cent; villages, 5,400 per cent; counties and townships, each, 3,200 per cent; and cities, 2,743 per cent.

2. The trend of increase in school bonding for the period, 1873 to 1923, compared to the increase for the same period, in total school costs, total school enrollment, total state population, total tax collections and total grand duplicate of the state, is shown in the following percentages of increase for the half century:

Total school bonded indebtedness .....	15,000 per cent
Total school expenditure .....	1,600 per cent
Total tax collections .....	1,000 per cent
Total grand duplicate .....	900 per cent
Total state population .....	225 per cent

<sup>2</sup>Computed from totals in the United States Bureau of Education Bulletin No. 29, 1922, p. 65.

Total school enrollment..... 160 per cent  
Range between lowest and highest commodity index numbers, 81 to 226  
or a difference of..... 145 per cent

3. In the trend of increase in school bonding, Ohio has exceeded in increase, the states of California, Illinois, Michigan, New Jersey, New York, exclusive of \$89,500,000 in the period, 1920 to 1923, probably has maintained her lead of other states in bonded indebtedness for schools.

(To be continued)

—Athol, Mass. As a result of petitions signed by parents of high school pupils, protesting against a change in hours at the high school, the board has announced a return to the former plan of closing at 1:15 P. M. The change in hours was proposed in order to handle a large number of incoming pupils at the opening of the second semester.

—The school board of Chicopee, Mass., has approved a recommendation of Supt. John J. Desmond, opposing a law for raising the age of compulsory education in the state.

—The school board of Providence has legal power to provide for the transportation of crippled children to the new school, according to an opinion of State Commissioner of Education Walter E. Ranger. In November last, the city solicitor ruled that the only case in which transportation can be provided is where two or more schools are consolidated.

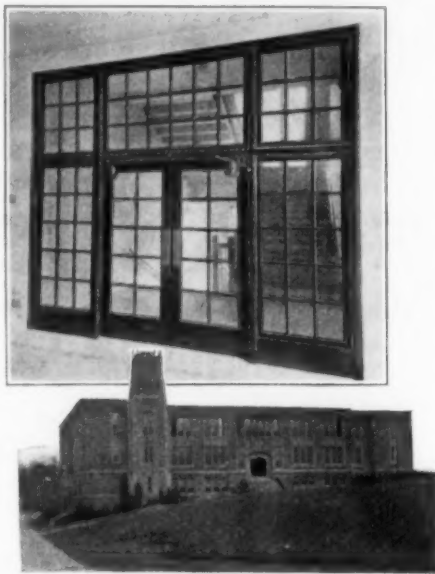
It was pointed out that in several towns in the state, children are transported to school even where there is no consolidated school. If transportation can be provided in one exception, it is held there is no valid reason why it cannot in the case of crippled children.

### A CORRECTION

The article entitled "How May a High School Principal of a Medium Size High School Improve the Instruction by Tests and Measurements," on page 55 of the February issue, was erroneously credited to B. F. Miller. The author was Mr. B. F. White, principal of the high school at Ellsworth, Kansas.

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#### INSTRUCTIONS FOR PREVENTING FIRES

Mr. Frank B. Haas, deputy superintendent of public instruction of Pennsylvania, has recently issued a communication to school boards, school directors and other school officials in the state, calling attention to the school code governing fire prevention. Mr. Haas emphasizes the need of anticipating possible fire hazards and of taking precautions in time, thus relieving them as school officials from responsibility. He directs attention especially to the following points in the school code:

1. The code requires doors of buildings of more than one story to open outward.
2. No assembly of any kind should be held in a classroom in which windows are covered by any form of netting fastened to prevent easy exit.
3. No open flame should be permitted as part of any decoration.
4. The obligation of a person in charge of a gathering of any kind in a school is to see that fire hazards do not exist.
5. School officials must see that fire hazards do not exist and that the state laws pertaining to fire prevention are enforced.
6. Fire drills and instruction relative to fire prevention are made mandatory under the act of July 1, 1919.

A new edition of the fire prevention manual will shortly be issued by the Bureau of Fire Protection.

#### SCHOOL BUILDING NEWS.

—The George Washington High School, in New York City, was formally opened by the board of education on February 23rd. The school which is the largest in the city, stands on the site of the old Fort George, on Washington Heights, a British stronghold during the Revolutionary War. The school is built of brick and stone, is equipped with all modern facilities, and accommodates comfortably 3,400 students.

—A new school auditorium at Bad Axe, Mich., was opened with an address by President James Baldwin of the board of education. Among other things he said: "Any corporation or business concern that can pay a ten per cent dividend is considered a wonderful proposition, and its stockholders do not want to dispose of their stock. The Bad Axe school has been paying ten per cent dividend for several years, by

graduating ten per cent of its attendance. Business pays its dividends in dollars. The Bad Axe school pays its dividends in the cultivation of brains.

#### GEORGIA'S SCHOOL FINANCES

The questions as to what Georgia is doing in regard to financing public education, whether the methods employed are haphazard, how funds can be obtained and whose job it is to secure the increase, have received study at the hands of Shelton Phelps of the George Peabody College.

In his introductory Mr. Phelps says: "Immediately when one comes to measure education in terms of money a cry goes up that the true value of education cannot be measured in dollars. We are fond of protesting that the things of finer value must not be commercialized. However, after all, perhaps one of the truest measures of how fully a community is committed to public education is the number of dollars it is willing to expend toward making that education universal."

In 1915 Georgia put one-fourth and in 1920 one-third of its local expenditures into the schools. This was deemed a liberal tribute to education since only four states had done more.

The per capita cost of government in 1915 was \$10.41. Mr. Phelps comments here: "This was very low, two-thirds of the states spending twice as much, one-third three times as much, and California six times as much per capita. As a matter of fact, only four states expended less; Arkansas, the two Carolinas and Alabama. The last named expended only \$7.46 per capita. In 1920 in Georgia expenditures per capita increased from \$10.28 to \$14.15. This probably represented no increase whatever when the purchasing power of the dollar is considered. As a matter of fact there was in 1920 only one state with a lower per capita expenditure for all phases of government, Alabama, and it had increased from \$7.46 to \$12.13. For education in 1915 Georgia expended per capita \$2.70 and five years later \$4.55. In 1915 it was fifth from the bottom in the rank of states in this regard, having below it North Carolina, Alabama, South Carolina and Mississippi. (Mississippi expended 2.35 per cent). By 1920 it had slipped down two places, having only Mississippi and Kentucky below it, the last having an expendi-

ture of \$4.36."

The burden of his discussion is that there is a gap between the actual needs in maintaining educational standards and the support now provided by an inadequate system of taxation. He does not point definitely to any new sources of taxation but intimates that the property tax must be relieved by other forms of tax yields.

#### WHY APPOINTIVE COUNTY SUPERINTENDENTS?

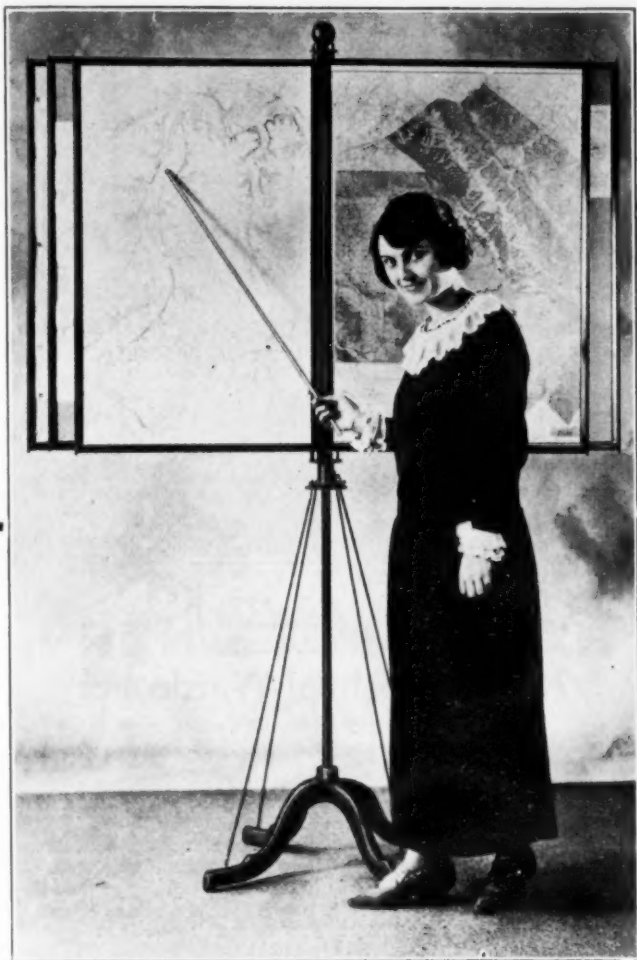
"The county superintendent's position is purely a professional one," says the official organ of the Georgia Education Association, and then proceeds to point out why the county superintendent of schools should be elected by the board of education instead of by popular vote. It says:

"The selection of the county superintendent by the county board of education is the best business policy. Under the present method of selecting the county superintendent the people are compelled to choose from among those who offer for the place. The people are frequently compelled to choose between two men and sometimes are given no choice at all. A representative county board of education can make detailed inquiries into the fitness of all applicants, a thing which all the people have no opportunity to do. The county board of education can consider not only those who apply, but those who do not apply as well, and having given the matter careful consideration can select the best man for the salary available.

"If the office belongs to the fellows who want to run for office, then let the law remain as it is and let the politicians of the county have a monopoly on the job. If it belongs to the school children of the county, then lay down the bars and authorize your county board to get the best man available.

"If the selection of the county superintendent were placed in the hands of the county school trustees it would eliminate from office those who resort to political methods to secure and hold their positions, and it would do more than this, it would hush the voice of those unworthy aspirants for the position who fear to submit their qualifications for the position to an impartial board, selected by the people in a democratic way, to find for the schools a suitable person to superintend the proper education of their children."





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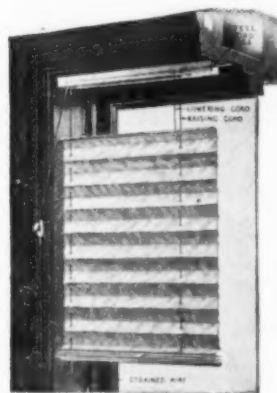
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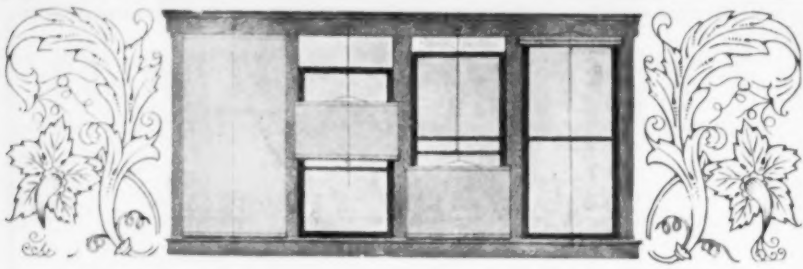
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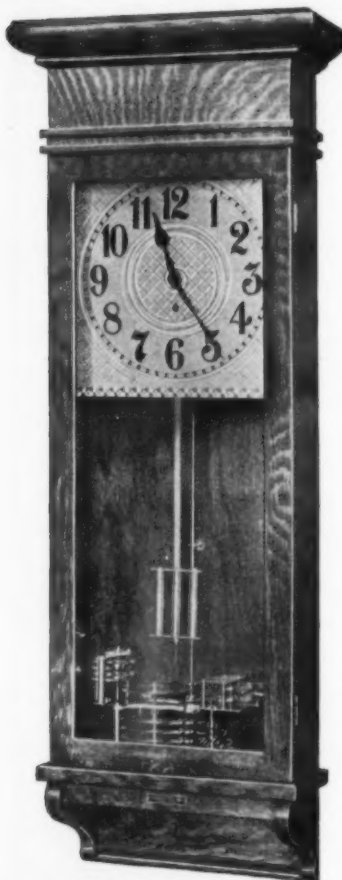
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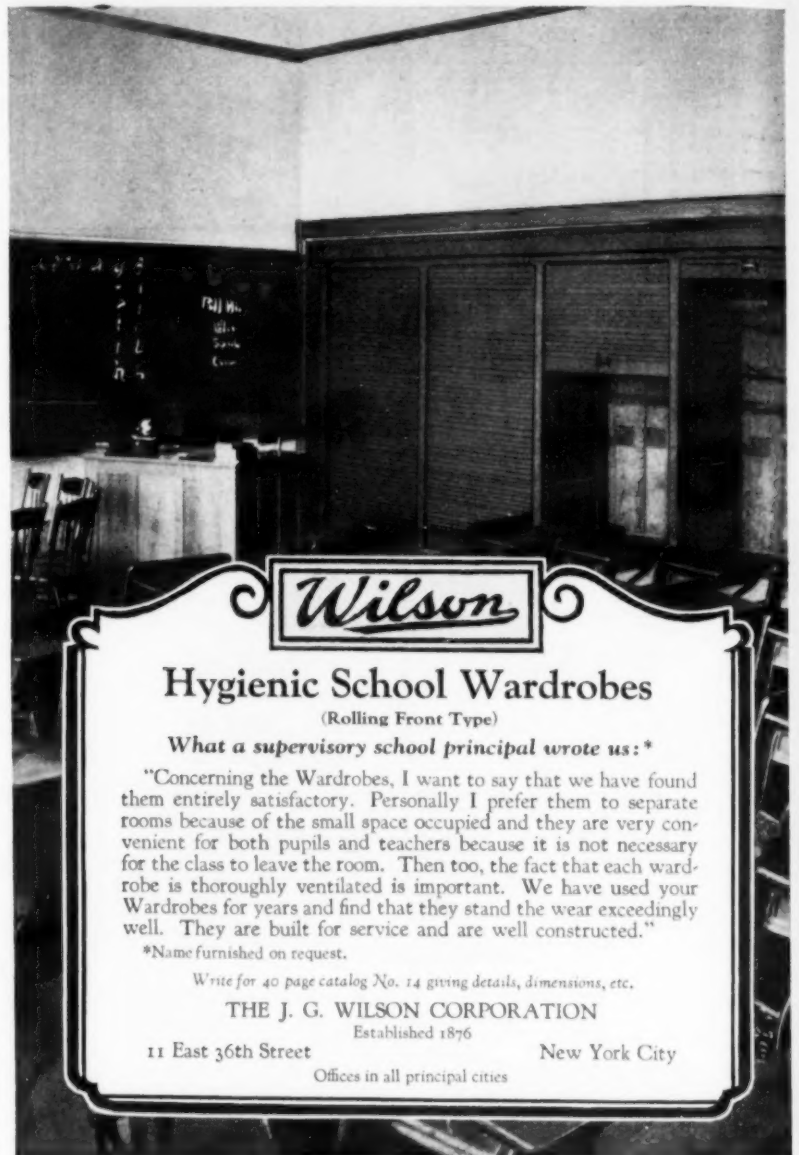
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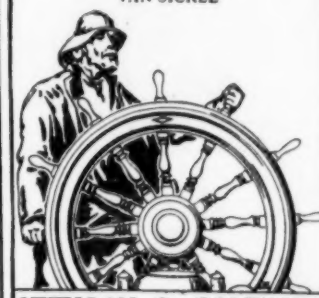
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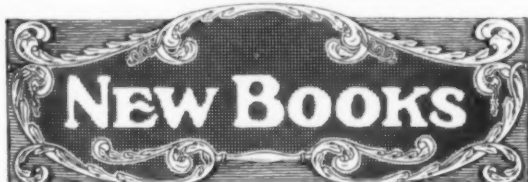
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### The History of the United States

By William Backus Guitteau, Ph.D. Cloth bound, 688 pages. Published by Houghton, Mifflin & Co., Boston.

This history is intended as a textbook for secondary schools. The author's conception is that the history of the past should be viewed from angles that will shed the greatest light upon modern conditions, or in other words, that enable a better understanding and appreciation of the things that are.

The general divisions of the book deal with the colonial period, the revolution and the new republic, the growth of American nationality, slavery and the West, and the period of reorganization. Throughout these several periods the author gives proper recognition to the social, civic, and economic development. The country's political struggles and war periods are not over emphasized. The more recent achieve-

ments in the field of science and manufacture are adequately noted.

### Literature in the Schools

By Marian Agnes Dogherty. Cloth, 172 pages. Little, Brown & Co., Boston.

The sub-title of this book explains its content and purpose: How to present poetry and make book lovers. The author makes a strong plea in four essays for emphasizing the romantic and humanistic sides in literature. We wonder if she is serious when she seems to hold lightly the relation of literature to the workaday, civic, and moral lives of present-day Americans, or that she actually believes that beauty of form, diction, and sentiment are more important than the formation of a solid philosophy of life and a usable familiarity with those masterpieces which may be accepted without offense to any creed, race, or major group. The chapter on Shakespeare is useful and fresh in its viewpoint.

### Health in Home and Neighborhood

By Maurice A. Bigelow and Jean Broadhurst. Cloth, 328 pages, illustrated. Silver, Burdette & Co., Newark, N. J.

This is a health book that may serve both in the home and the school. The author tells about food and how to use it, and about water supply and its bearing upon health. The subject of artificial heating of homes, induction of fresh air, light and its uses, and all that goes with healthy living is discussed.

The book also deals with the question of home and neighborhood cleanliness in its bearing upon community progress and welfare. Suggestions for teachers are provided.

### Progressive Methods of Teaching

By Martin J. Stormzand. Cloth, 375 pages. Price, \$2 Postpaid. Houghton-Mifflin Co., Chicago.

This book is not a cut-and-dried presentation of teaching methods but rather an interestingly written discussion of some of the more recent developments and adaptations in methods. The chapters take up successively the values of textbooks, use of collateral materials, supervised study, projects and problems, appreciation lessons, reviews, laboratory method, testing, socialized recitations, and individual instruction.

Throughout the book there is an interesting, open-minded attitude toward the views and findings discussed and a clear challenge to the reader to think independently and to try and adapt the suggested principles and devices to her own situation.

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By William H. Wheeler and Burton Holmes. Cloth, 404 pages, illustrated. Price, \$1.28. Wheeler Publishing Co., Chicago. The illustrations are taken from the well known Holmes lectures.

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By Robert H. Smith. Cloth, 357 pages. Illustrated. J. B. Lippincott Co., Philadelphia, Pa.

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The present book is a rather comprehensive course, logically arranged, with the job as the unit of assignments, and with home projects as well as school shop projects. The devices to be constructed include everything which the farmer may reasonably be expected to construct are complete and clear, and the directions ample. of wood, metal, and concrete. The illustrations

#### Our Own United States

By Walter Lefferts. Cloth, 344 pages, illustrated. J. B. Lippincott Co., Philadelphia.

Four American children see our own United States in the course of a long journey, which

carries them into every state and every economically and geographically important section of our broad land. The author has a striking method of emphasizing important natural resources and local characteristics, and of driving home in a sentence or two, the one or two facts which should be remembered concerning each large city, state, river, mountain range. The work is well adapted to home and supplementary reading and will provide interest to even the driest geographic course.

#### Vocational Self-Guidance

By Douglas Fryer. Cloth, 379 pages. Price, \$3. Issued by J. B. Lippincott Co., Philadelphia, Pa.

This book has been evolved out of the author's practical experience and extended scientific studies. He stresses the importance of the recognition of anyone seeking such counsel that he must first know himself thoroughly, his own mental and physical possibilities, his aptitudes and limitations. He uses the term "self-guidance" advisedly, because he feels that the greater part of the burden depends on the individual himself.

The first chapters in the book deal with the necessity and endeavor to show the young man how he can gain the necessary knowledge and the objective view of himself, and to help him improve his chance of success. The two principles advanced by Mr. Fryer are exact and comprehensive knowledge of one's self and sufficient interest concerning the occupations in view to enable the seeker to make an intelligent choice. About twenty or more chapters are contributed by well-known business men of New York concerning the opportunities offered by as many business professions, and the kinds of aptitude and personality likely to succeed in them. Practical suggestions are offered on preparation for, and the securing of jobs.

Both author and introducer emphasize the fact that young men, and older ones, need to continue the practice of vocational self-guidance constantly, whether to prepare for entering work, or for getting a better or more satisfactory position.

The book should be of special interest to vocational counsellors and to trade and industrial teachers who have in charge the training of boys and young men preparing for entrance

into the trades.

The book is equipped with complete tests and charts for self analysis and tables for judging results. A bibliography recommends some titles that are hardly suited for popular reading.

#### Origins of Sociology

Albion W. Small. Cloth, 12 mo, 359 pages. Price, \$3. The University of Chicago Press, Chicago, Ill.

The modernity of sociology as a distinct science has been the chief reason for the absence of historical discussions of its origin and development, but whatever lack there may have been in this direction, the present book is a distinct contribution to a source book and an outline of readings. The workers in the field, who have held to the notion that the beginnings of our American theory and practice in sociology date back to French and English thinkers of the middle nineteenth century, will be rudely awakened by the mass of documentary evidence here arrayed in favor of the thought and work contributed by German and Austrian economists and political scientists, beginning as far back as 1800. During the comparatively few decades from 1800 to 1880 practically all social science, so-called at present, passed from infancy to hardy adolescence, and the movement, while not purely German, was led by men who were Germans or received their inspiration from the German universities. The argument which the book makes is splendidly sustained and logically presented.

The author has a clear-cut method of defining terms and a truly scientific appreciation of the limitations of sociology in interpreting human experiences and suggesting cures for social ills.

#### Junior Mathematics

By Ernest R. Breslich. Cloth, 279 pages. Book One. Illustrated. The Macmillan Co., New York, N. Y.

This introductory book for junior high schools strongly stresses the unity of all mathematical study, and makes its applications of theories and principles to industry, commerce, science, and every day experiences of young folks. It is a very fine example of a new type of mathematics which is directly usable and interesting, broad in its background of human experience and vocational utility, and free from the pedantry of science for science's sake.



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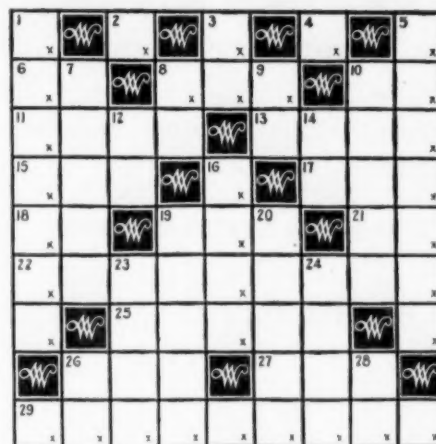
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15 A Japanese coin  
17 Possesses  
18 Exists  
19 A thing (Latin)  
21 Pronoun  
22 To affirm (obs.)  
25 Made of oat grain  
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ary publishers in the U. S.  
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5 The greatest American  
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7 Not dry  
8 Initials of an American  
president  
9 Erbium (symbol)  
10 A characteristic  
12 Article  
14 Exclamation  
16 Most excellent  
19 Extend  
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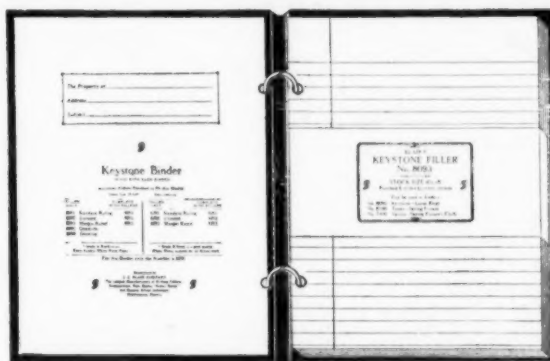
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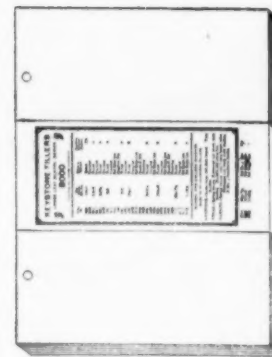
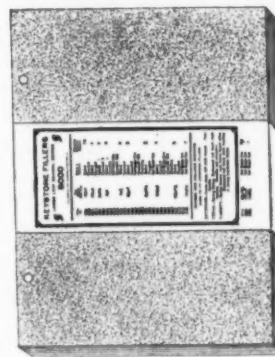
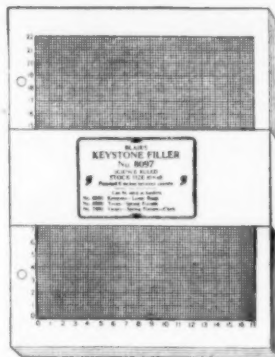
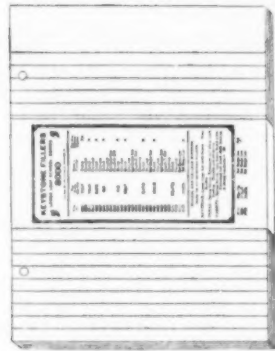
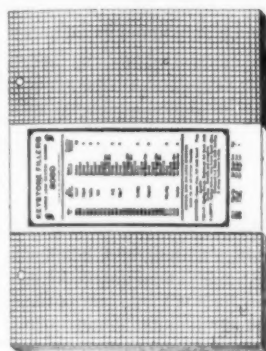
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### VENTILATION OF SCHOOL BUILDINGS.

(Continued from Page 64)

time, the author points out that there are too many idle or semi-idle systems of ventilation in the schools because the authorities fail to operate them. A series of tables are supplied showing the several types of ventilating methods, and their distribution over the several states.

In summarizing his discussion, Mr. McLure says that the demand for fresh air is based upon the belief that the discomfort and harm often experienced in poorly ventilated rooms is due to poisonous or injurious substances in expired air, and then contends that experimental research has failed to sustain that belief. He then says:

#### New Standards Proposed

"As a result of this situation at least two movements are being strongly supported by many of those interested in mechanical ventilation. The manufacturing and engineering aspects of these movements represent, in general, opposing views.

"In the first place there is the movement to install ventilating units in the various rooms of the building. Among the chief claims of unit ventilation are the following:

"The air is secured directly from the outside and may be discharged toward the ceiling at high velocity.

"Greater flexibility of operation is provided, making it possible to ventilate one room or group of rooms without the others when desirable.

"All plenum fans and air supply ducts are eliminated. It is claimed that the elimination of the metal duct system improves the quality of the air. The saving in space usually devoted to plenum fans and air supply ducts is sometimes claimed to reduce the cost of the building. The evidence in this study shows that unit ven-

tilation costs more than any other reported. Some of the chief disadvantages reported are:

"The multiplication and scattering of ventilating units makes the janitorial and maintenance problems more difficult.

"Noise is often produced by the operation of the units.

"Objection is made to the appearance of the units and the space occupied by them.

"No efficient means is provided for washing and humidifying the air.

"It is difficult to design the system to re-circulate the air of the entire building for the ventilation of the entire building.

"In the second place there is the movement to retain the traditional plenum fan system of ventilation and reduce cost of fuel by re-circulating the air for ventilation. Re-circulation usually calls for the washing of the air and there is also the movement, apparently limited as yet, to introduce ozone into the re-circulated air stream. The very strength of the re-circulation movement is shown by the following:

"The prominence given to it in engineering literature in new and proposed codes for the ventilation of buildings and in the proceedings of the American Society of Heating and Ventilating Engineers: 'I think it is for us to continue to forge ahead and to work out some definite recommendations regarding re-circulation of air, infiltration and things of that sort, instead of trying to answer statements regarding open windows. Let us go ahead and tell how to go a step further in using more economical equipment.'

"The installation of re-circulation systems in school buildings of certain cities, St. Louis, Mo., and Detroit, Mich., for example. Going along with the re-circulation movement is also observed a growing tendency of engineers to advo-

cate a less quantity of air than the traditional 30 cubic feet per minute per pupil.

#### Inaugurating Air Re-circulation

"So far as certain manufacturing and engineering forces are concerned there seems to be a very definite effort to inaugurate a régime of air re-circulation for ventilation.

"The continued existence of mechanical ventilation as a general procedure for schools depends in large measure upon the degree to which school officials and the public generally accept the principle of air re-circulation for ventilation.

"In view of the considerable amount of research data available, school and health officials should subject the whole question of mechanical ventilation to critical examination in connection with the real purpose of ventilation before entering upon a régime of re-circulation of air for ventilation."

"There is some evidence that the art of mechanical ventilation in some respects has been developed for its own sake."

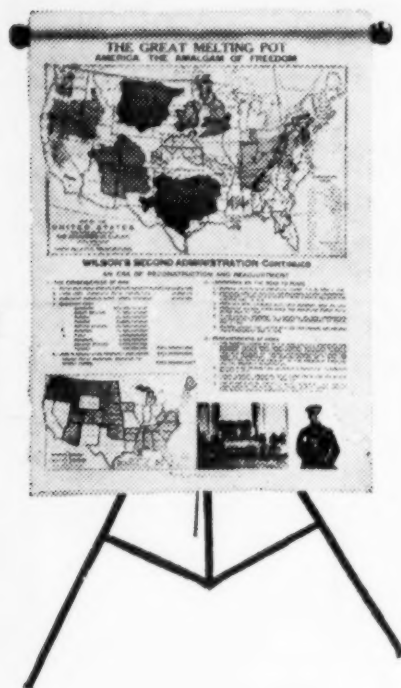
"The art of ventilation was born too soon. \* \* \* Ventilation, however, became a vigorous practical art long before there was any real knowledge as to the effect upon the body of the air of confined spaces, that is, before there was any sound conception of what the objects of ventilation were."

"As found in this study, schoolroom ventilation by windows and gravity exhaust flues cost 39 per cent less than unit ventilation; 85 per cent less than split plenum fan ventilation with individual ducts, and 30 per cent less than split plenum fan ventilation with trunk ducts.

"The results of this investigation support the view that non-mechanical ventilation of the window-gravity type is the most desirable and practical method of schoolroom ventilation."

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The tables which Mr. McLure provides show that out of 700 new school buildings erected since 1918, something like 26.7 per cent have installed non-mechanical systems and 73.3 per cent employ mechanical systems. While the larger number are in the schools of the eastern and central states, the smaller number are in the western and southern states.

### THE MEADVILLE HIGH SCHOOL.

(Concluded from Page 58)

physical and biological laboratories, a lecture room, toilets, and various apparatus rooms.

The auditorium is in reality a small theatre, and is suitable for all school purposes, lectures, and public gatherings. It is equipped with space for a lantern and has a dressing room. The main floor seats 850 and the balcony 350.

The gymnasium is of a standard size, and is fitted with two balconies having a total seating capacity of 1,000 persons.

The building was begun late in the fall of 1921 and completed in 1923.

The total cost was \$431,000. The normal pupil capacity is 1,200, so that the cost per pupil was \$360. On the basis of the cubic contents, the building cost 30 cents per cubic foot.

The building is of standard fireproof construction throughout. The walls are of brick and tile, and trimmed with Indiana limestone. The interior floors are of concrete, with terrazzo floors in the corridors, toilet rooms and showers. The classrooms and other floors are finished with magnesite, and the stage and gymnasium floors are of maple. The building has unit ventilation. There is a separate ventilating system for the auditorium and for the gymnasium so that these rooms may be used independently.

The architects are Messrs. W. G. Eckles Co., New Castle, Pa.

### PUBLICATIONS

**The Work of the Board of Examiners of the New York City Board of Education.** By Fred Telford. Issued by Public Personnel Studies, (December, 1924) Washington, D. C. The board of examiners of the New York City board of education represents a most ambitious attempt to establish a merit system under some organization other than a civil service commission. The board does all the examining work on which the licensing of approximately 30,000 regularly appointed teachers in the New York City school system is based.

The present study reveals a knowledge of past efforts in teacher examining work and the traditions which have governed for some years. It takes up a study of the New York plan, taking into consideration the relations of the board of examiners with other individuals and boards, the classification of teaching positions, the compensation plan, the testing of applicants for teaching positions, and the several handicaps which have operated to prevent the board from doing the most effective work. The paper also offers a few typical outlines showing the scope of the written professional examination for teachers' licenses.

**Teaching English in Elementary and Junior High Schools.** By Paul Klapper. Cloth, 355 pages. D. Appleton & Co., New York, N. Y. A manual of method for grades one to nine.

**Preliminary Report on Supervision in County Demonstrations.** Educational Bulletin No. 74, 1924, prepared under the direction of Benjamin J. Burris, formerly state superintendent of schools, Indianapolis, Ind. The results of the test are presented for all schools of each county, except Whitley. They show that the pupils in the two counties, with supervisors, made, on the average, greater improvement than the pupils in counties without supervisors. In every grade in which tests were given, the demonstration counties made the greater improvement. The showing in favor of the demonstration counties was better in large schools than in small schools.

**Elimination of Waste. What It Is, and What It Offers.** Price, ten cents. Prepared by the Bureau of Standards, U. S. Department of Commerce, and issued by the Superintendent of Documents, Government Printing Office, Washington, D. C. The pamphlet shows some of the

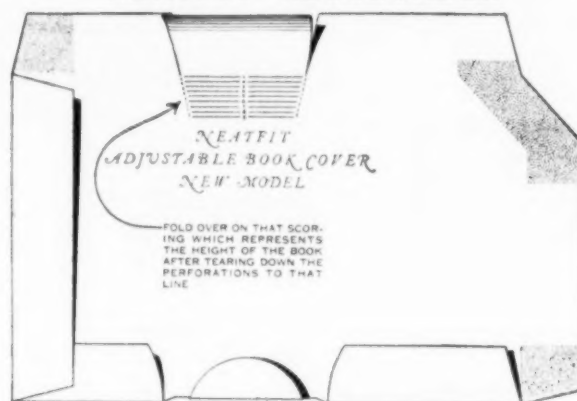
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accomplishments of certain industries availing themselves of the services of the Division of Simplified Practice, as well as examples from concerns individually applying the principles of simplification to their businesses. The pamphlet outlines the seven service steps of the Department of Commerce for waste elimination through simplified practice, and offers a summary of examples in the application of simplified practice. It should prove especially helpful to school officials having in charge the purchase of school supplies and equipment. There is also included quite a complete bibliography on simplification in business operations which has been gathered from the several technical and industrial magazines and from government and special reports on the subject.

**Child Labor in the United States.** Bureau Publication No. 114, third edition, U. S. Department of Labor. This pamphlet answers ten questions regarding employed children, namely, the number at work, the occupations represented, the sections where the largest number are at work, number of children at work decreasing, progress in legal legislation and child labor, the child labor amendment, the regulation of child labor, minimum standards for children entering employment, and many other phases of the subject.

**Take No Risks.** J. F. Abel. Rural School Leaflet No. 31, June, 1924. Issued by the Bureau of Education. A pamphlet governing the transportation of school children in rural school busses, taking into consideration the details of letting contracts, fixing responsibility, planning routes and making time schedules.

**The Prevention and Correction of Errors in Arithmetic.** By Garry C. Myers. Cloth, 75 pages. Price, \$0.60. The Plymouth Press, Chicago, Ill. This pamphlet is one of a series of manuals intended to give in simple, non-technical language, an intimate treatment of an important phase of teaching and the most recent results in the field of educational research.

### ASSOCIATION ELECTIONS

—Superintendent E. E. Fell, of Holland, was elected president of the Michigan State Teachers' Association. Miss Bertha Ronan was elected vice-president. Mrs. Cora Jeffers of Painesdale, and Superintendent M. R. Keyworth of Hamtramck, were chosen directors.



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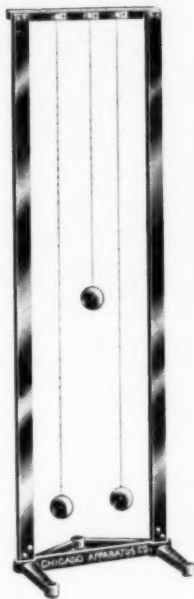
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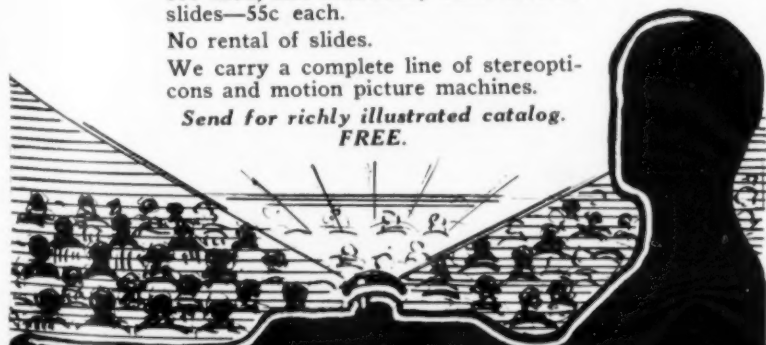
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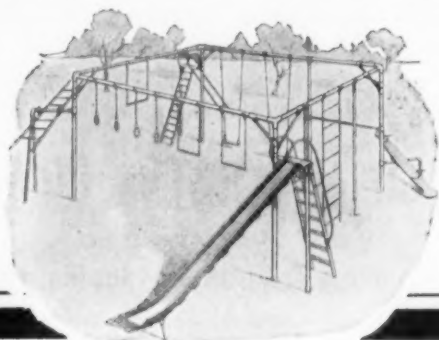
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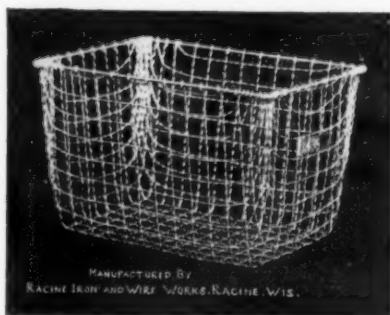
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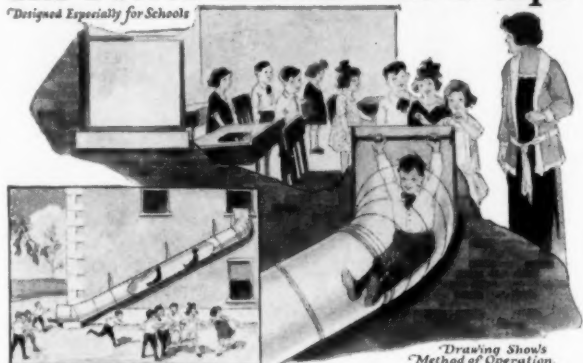
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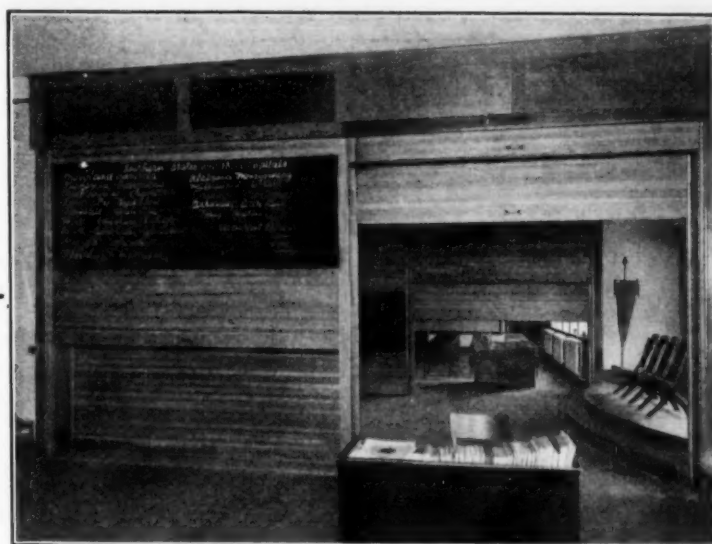
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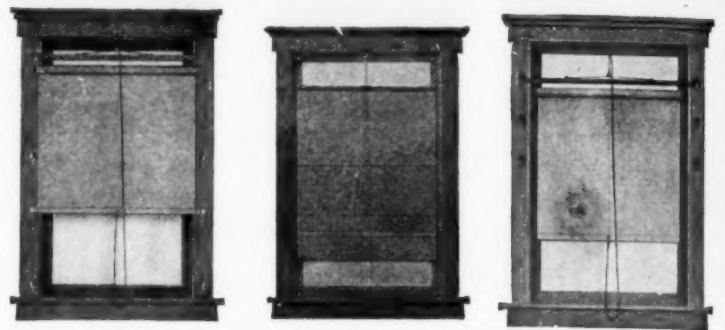
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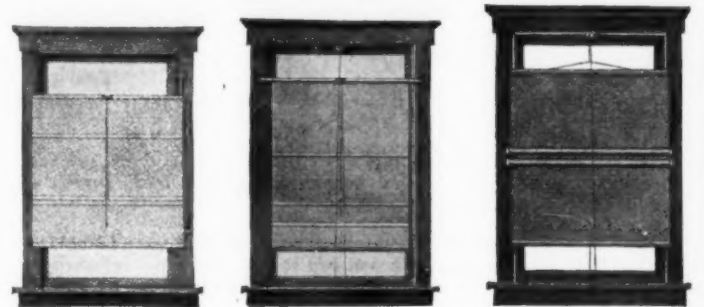
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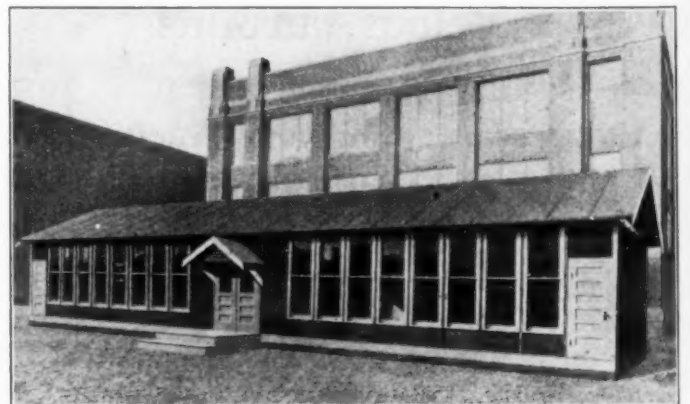
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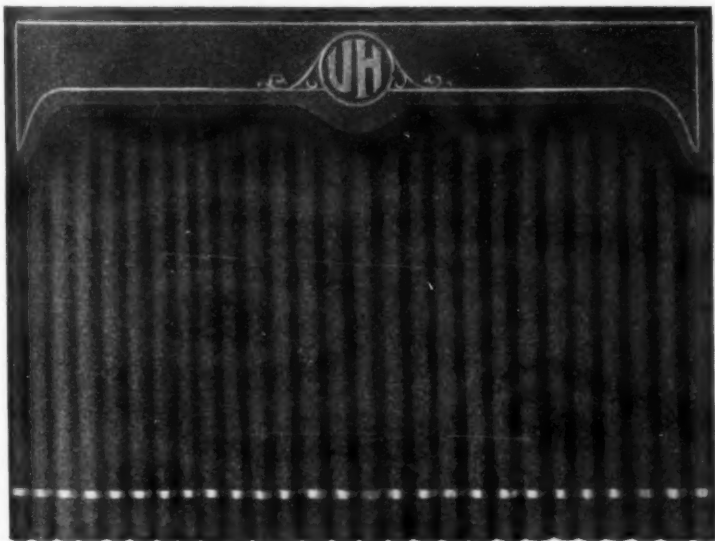
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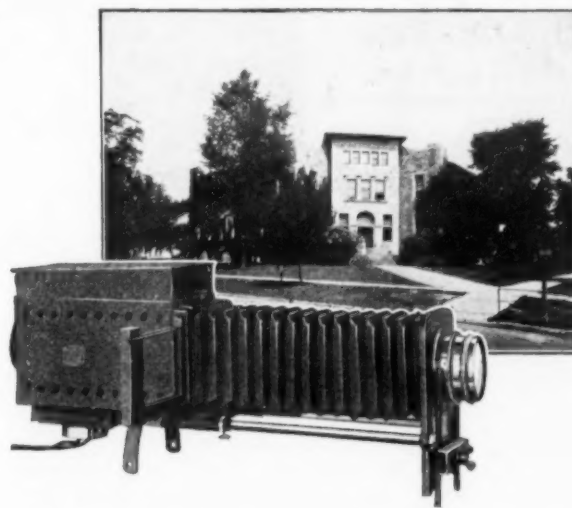
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Am. Photo	08189	8	23	17	
Am. Photo	07317	28	3	0	
Am. Photo	05419	4	4	26	
Am. Photo	09378	17	8	20	
Am. Photo	08123	27	12	16	
Am. Photo	08122	16	6	10	
Am. Photo	08312	8	7	11	
Am. Photo	08142	18	6	22	
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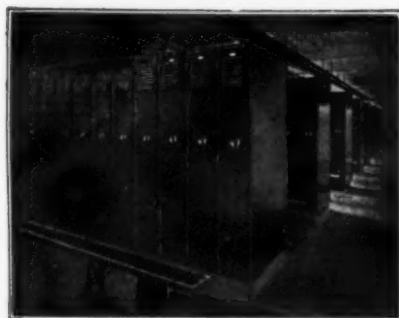
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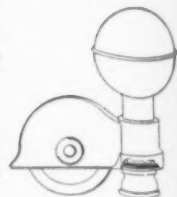
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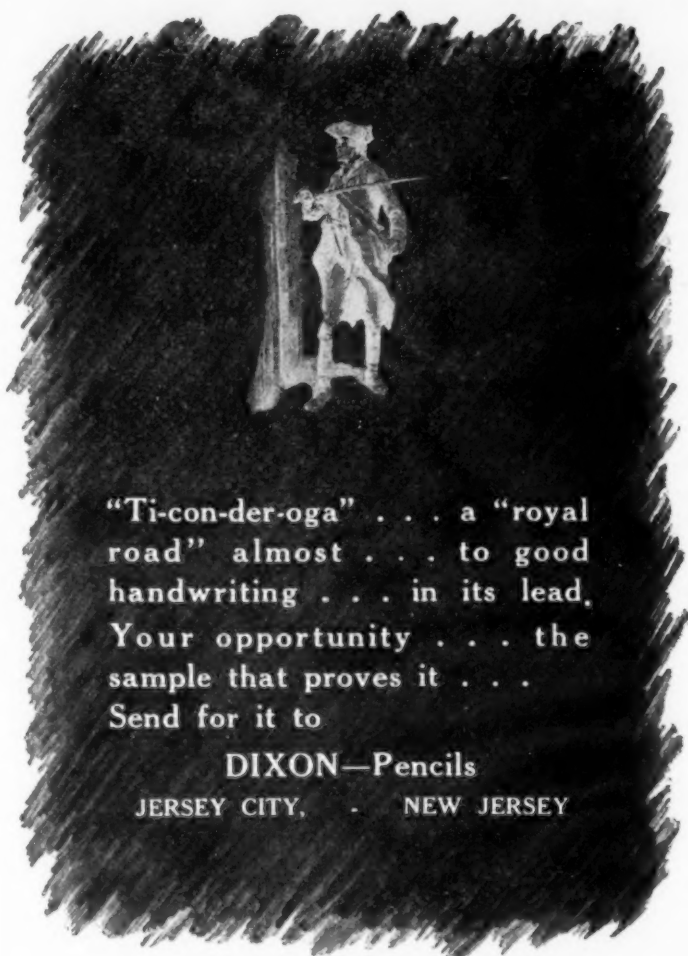
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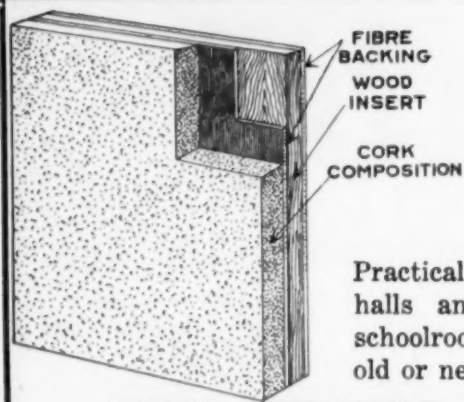
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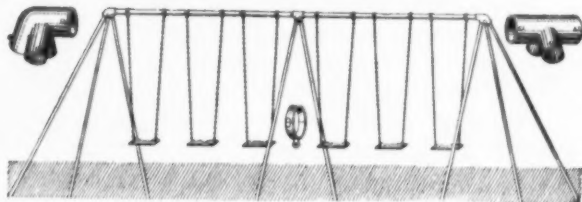


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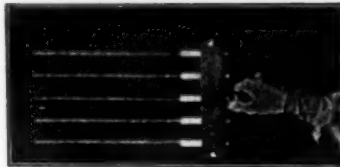
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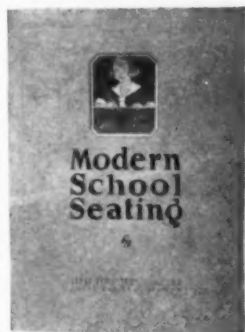
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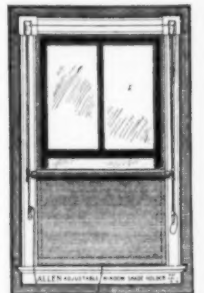
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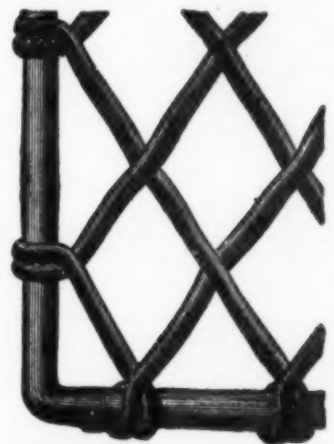
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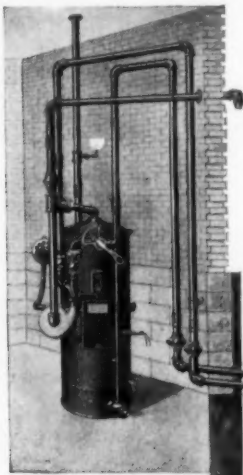
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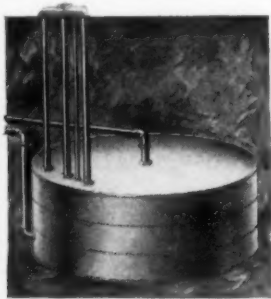
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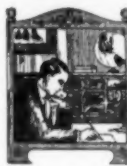
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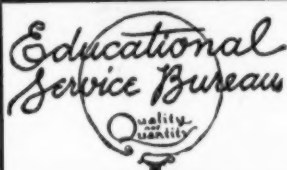
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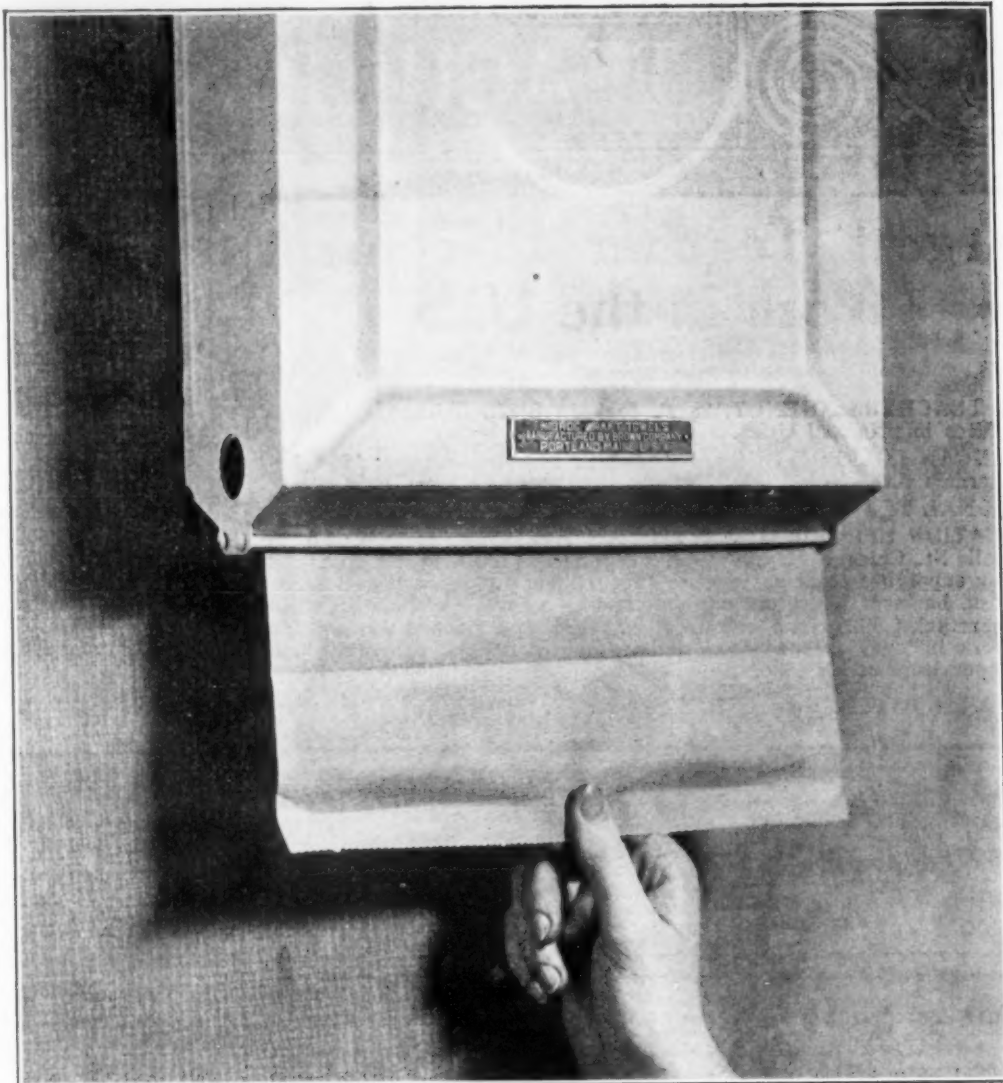
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WINDOWS-ADJUSTABLE  
Austral Window Company



## AFTER THE MEETING



### MY IDEAL BOARD MEMBER By a Former Teacher

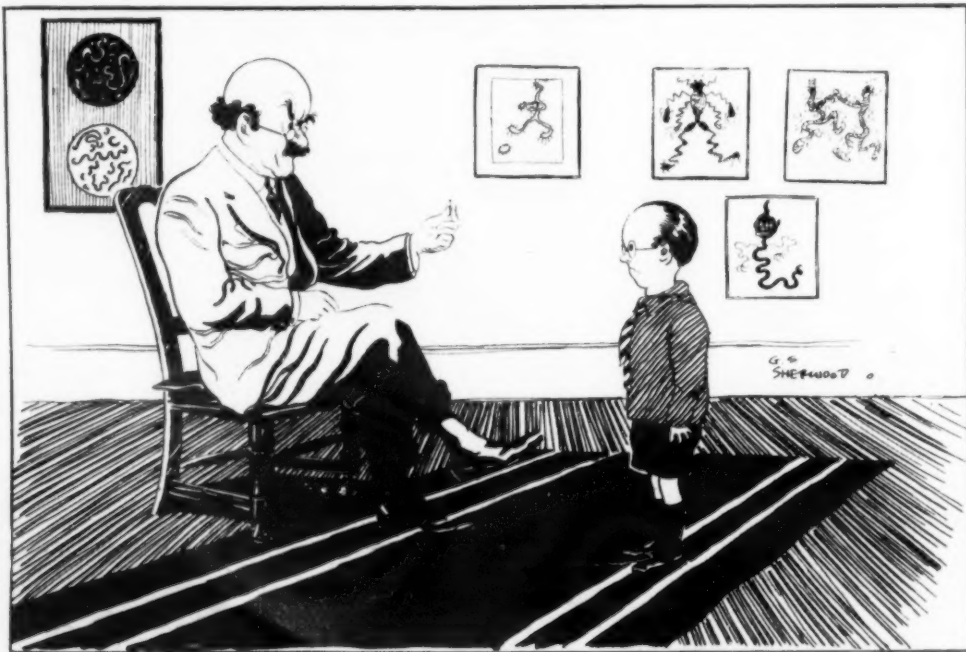
If your opinion of an ideal school board member differs from mine herewith exposed, I ask you kindly not to take me too seriously. Just remember that a person's opinions and peculiarities are, generally speaking, his own interpretation of his personal experiences. Now that I've said a few big words, I shall proceed to tell you a few things.

Once I taught at a place where the leading member of the school board was a bachelor. He had a younger brother, also a bachelor, who was, algebraically speaking, four years more than twice my age, but since they had some wealth, both thought they were much sought for by the ladies. By the way, I think that is rather characteristic of most bachelors anyway. A rejection slip on my part offended the couple, and the elder brother, using another excuse, said he would not sign my contract any more. I was going away to college and didn't want the position any more, but I learned one thing. Bachelors are not, generally speaking, good school board material.

Later, I taught where the school board consisted of one banker, one dry goods man, and one Sunday school superintendent. The result was that we were advised by an older head to keep our money in a certain bank, buy clothing at a certain store, and attend a certain Sunday school, unless our convictions forbade.

A few years later, I was connected with another school. There we had as our school board, one Jew, one non-resident, and one undertaker. I said, "Thank my lucky stars! The Jew will not expect me, a Gentile, to attend his church, the non-resident will not intrude, and the undertaker will not expect me to patronize his business."

If you are in need of a new board member, look over your material carefully. Check out the bachelors on general principle; take a married man who has no children in school to tattle-tale trouble; and take one whose business is such that the teacher will scarcely be expected to patronize him. I heartily recommend an undertaker, though if that is impracticable, a surgeon will make a good substitute, and a dentist will rank third. If you think a woman member advisable, choose a good knitter. Old maids make better board members than married women. They have better judgment as is shown by their judgment of men.



The Professor of Bacteriology (to his son): "I regret the necessity of punishing you, Roland, but you have been exceedingly wayward. Now sit down and count the germs on this pin-head!"

### One On The Interrupter

Lecturer—Now for a few minutes, ladies and gentlemen, we shall consider the fundamental principles of architecture. The Etruscans—Voice from the rear—How d'ye build a dog-house?

Lecturer (promptly)—Do you contemplate moving, sir?—Boston Transcript.

### Good Pedagogy!

The teacher who gives much attention to the art of questioning will enjoy this incident related by Mr. W. Pitt Ridge in a book, A Story Teller. Apropos of the formation of the British Navy Mr. Ridge tells that a gunner's mate was examining a class of gunners. "What are the advantages of a turret over a barbette?" he asked.

"The crew has better protection," replied a member of the class. "The arc of fire—"

"You've got it all muddled," complained the gunner's mate. "Cording to this book, you ought to answer, 'Many.' And then I say 'Name them.'"

### Why Instructors Go Mad!

It was a class in practical pharmacy. The instructions were to make a simple syrup. A student got his ingredients and then hurried to the instructor to ask: "Professor, does it make any difference as to which hand I shake this bottle with?"—Journal A. M. A.

### Modern!

Teacher: "You'll have to stay in after school and work on your geography lesson. You didn't locate a single one of the cities."

Willie: "I can't locate them, but I know how to tune in on the whole blame lot."—Ex.

### Our Modern Educational System

A child was sent to the Bellevue Mental Clinic for an Intelligence Test after which he was sent back to school. His classmates were very anxious to know what it was all about, so Sammy told them.

"They gave me an examination for an idiot, and I passed, and so they sent me back to school."

### Taking Every Precaution

On going into the playground one day, says the Tatler, the schoolmaster found one of his small pupils sitting on another, who was lying prostrate on the ground.

"O Billie," he said, "haven't I always told you to count a hundred before you give way to temper. And here I find you sitting on Tommie's head. What have you to say?"

The child looked solemnly up at him. "I'm counting the hundred, sir, he said. "I really am, but I'm sitting on his head so that he'll be here when I've done counting."

### Nature's Kindness

Asked by her school teacher to describe the backbone a schoolgirl said: "The backbone is something that holds up the head and ribs and keeps one from having legs clear up to the neck."—Transcript.



### TRADE PUBLICATIONS

**Pick Issues 1925 Catalog.** The Albert Pick Company of Chicago has just issued its 1925 catalog of dependable merchandise for public service. The catalog illustrates and describes such important items as silverware, linens, bedding, glassware and chinaware, and other household items.

**Rubberstone Flooring in Schools.** The Rubberstone Corporation, 1400 Broadway, New York City, has issued several simple but impressive circulars showing typical installations of Rubberstone tile flooring in schools, colleges, and similar institutions. Rubberstone is being used successfully for covering gymnasium floors, corridor floors, library floors, classroom floors, etc., in schools and institutions. The material is almost ideal as a tread on iron, concrete, and similar fireproof steel construction. Circulars and lists of representative installations will be sent to any school authority on request.

**Feralun Anti-Slip Treads.** The American Abrasive Metals Co., of New York City, has recently issued a circular, describing the design and installation of the Feralun treads in schools. The circular offers a typical specification and detail drawings for the construction and installation of the treads, and complete information of value to school authorities and architects interested in the erection and equipment of schools.

The installation of Feralun treads has been found to withstand the abrasions of traffic of more than fourteen million people, and in the case of school buildings, this means practically a lengthening of the life of the structure, as well as safety to the occupants. The circular also offers drawings and instructions for the repair of worn steps, and detail sheets for various styles of entrance steps, lobbies, and elevator thresholds will be sent upon application.

Information concerning the installation of Feralun treads will be sent to any school authority or architect, who addresses the American Abrasive Metals Co., at 50 Church St., New York City.

**Loose-Leaf Equipment Catalog.** The Standard School Equipment Co., of Louisville, Ky., has gone somewhat out of the beaten path in producing a loose-leaf catalog of school equipment. The new arrangement permits of the use of certain pages for special purposes and makes possible the insertion of new pages wherever necessary.

The catalog illustrates and describes a very complete line of desks, book cases, tables, office furniture, and cabinets and other pieces for school and office use. The standard line of equipment combines both quality and durability and all products are guaranteed to withstand the hardest usages due to rigid and sturdy construction. The catalog contains price lists and other information of interest to school authorities.

A copy of the catalog will be sent to school authorities who address the firm at 4160 Louisville Ave., Louisville, Ky.

### That Established Her Nationality

The first day of school a little girl presented herself who looked very much like a true daughter of Italy.

"You're an Italian?" asked the teacher.

"No'm," was the astonishing reply.

"But wasn't your father born in Italy?"

"Yes'm."

"And wasn't your mother born in Italy?"

"Yes'm."

"Well, you must be an Italian."

"No'm," she answered. "I'm Irish. I was born in Boston."

### A Specimen of Impertinence

A professor at the University of Cincinnati tells in the Cincinnati Enquirer of a quick-witted instructor of geology in the college he attended. It seems that the students were asked to take a walk and to pick up various specimens of rock and bring them to the instructor to classify.

One young man picked up a piece of brick and laid it on the table with the other specimens. When the class had assembled the instructor picked up each specimen and told what it was. When he came to the brick he held it up and said, "This is a piece of impertinence," cast it aside and went on with the others.





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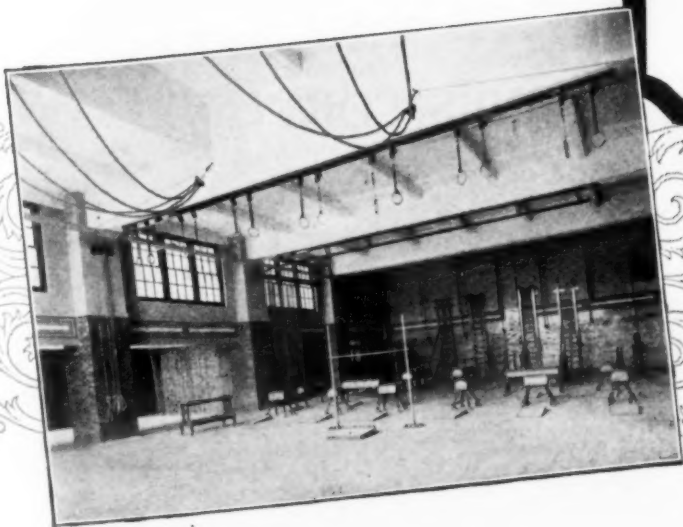
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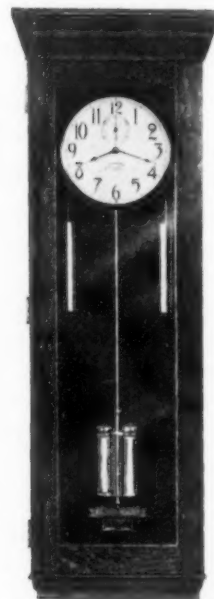
Norwich High School, Norwich, N. Y. Equipped with International "E" Master Clock, twenty-six Secondary Clocks and Program Device. Architect: J. Miles Platt, Rochester, N. Y. President of Board of Education: George W. Ray, Principal of School: Wayland H. Mason, Jr.



Round Wood Secondary Clock

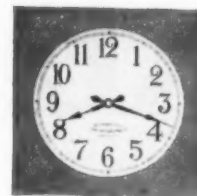


Round Metal Secondary Clock



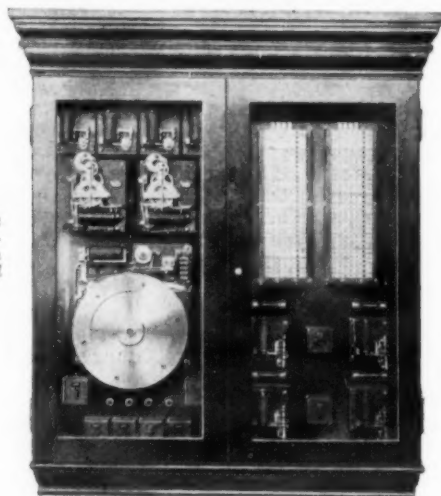
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The Chattanooga High School, Chattanooga, Tenn.  
So. St. Paul High School, So. St. Paul, Minn.  
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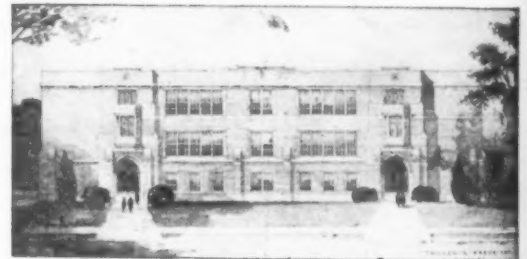
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